

Ten Reasons to Learn & Teach SPANISH

Facts and figures to promote
a better understanding
of the Spanish language
in Australian schools

Alfredo Martínez Expósito,
University of Queensland
Ana López,
Honorary Consul of Spain in Brisbane
with the collaboration of the Education
Office of the Embassy of Spain



MINISTERIO
DE EDUCACIÓN
Y CIENCIA DE ESPAÑA

CONSEJERÍA DE EDUCACIÓN
EN AUSTRALIA
Y NUEVA ZELANDA

EMBAJADA DE ESPAÑA



ESPAÑA
COOPERACIÓN
CULTURAL
EXTERIOR

TEN REASONS TO LEARN AND TEACH SPANISH

Dirección

Rafael Martínez Bernardo
Consejero de Educación

Autores

Alfredo Martínez-Expósito, University of Queensland
Ana López, Honorary Consul of Spain

Diseño Portada

Juan José Vidal



MINISTERIO DE EDUCACIÓN Y CIENCIA
Subdirección General de Cooperación Internacional

Edita

© Secretaría General Técnica
Subdirección General de Información y Publicaciones

Consejería de Educación en Australia y Nueva Zelanda
Embajada de España

Depósitos legales

NIPO: 651-07-074-2
ISBN: 0 9580649 6 2

Distribución

Consejería de Educación en Australia y Nueva Zelanda
Embajada de España

15 Arkana Street. YARRALUMLA 2600 ACT. Australia
Teléfono: 02 6273 4291 / Fax: 02 6273 4588
e-mail: spainedu.au@mec.es

Impresión y encuadernación

Elect Printing. Canberra

La Consejería de Educación no se responsabiliza de las opiniones expresadas en la presente publicación.
Se autoriza la reproducción del contenido con fines didácticos, citando la procedencia

EJEMPLAR GRATUITO

When choosing a range of second languages to be offered through the LOTE department/area of your school, many factors should be carefully considered. Amongst them, the following question is of paramount importance:

Which languages are going to be more useful and provide a broader scope of opportunities for the upcoming generation of young Australians and Australian society in general?

In this report, we offer you substantive, up-to-date facts and statistical studies to assist you in making the right choice. We invite you to consider ten reasons why **Spanish** should be seriously considered.

Spanish is one of the very few languages combining the three most sought-after aspects of modern foreign languages in Australia: it is a **truly international** language, it has a strong **commerce and trade** profile, and it is an **Australian community** language.

We would like to acknowledge the invaluable contribution of Karen Preece (Calvary Christian College, Brisbane), Helen Bode (Spanish Honours student, University of Queensland), the Education Office (Consejería de Educación) and the Cultural Section of the Embassy of Spain, Canberra.

The authors

“Apply yourself to the study of the Spanish language with all the assiduity you can. It and the English covering nearly the whole face of America, they should be well known to every inhabitant, who means to look beyond the limits of his farm”

Thomas Jefferson, “Letter to Peter Carr” (1788)

C

ONTENTS

<i>Executive Summary.....</i>	<i>4</i>
<i>1. A second language is a definite advantage</i>	<i>5</i>
<i>It's a multilingual world</i>	<i>5</i>
<i>Why Learn a Foreign Language?</i>	<i>5</i>
<i>Multilingual policies</i>	<i>6</i>
<i>Australian position.....</i>	<i>6</i>
<i>Memoranda of Understanding with Spain and Latin America.....</i>	<i>7</i>
<i>The British position.....</i>	<i>9</i>
<i>Study reveals learning languages changes brain anatomy</i>	<i>9</i>
<i>Developing language skills is an investment for Australia</i>	<i>11</i>
<i>2. Spanish is the first Western language by number of native speakers.....</i>	<i>14</i>
<i>Spanish is the official language of twenty-one countries</i>	<i>15</i>
<i>... and widely spoken in 22 other countries and dependent territories</i>	<i>17</i>
<i>Spanish is the third largest language online.....</i>	<i>18</i>
<i>3. Spanish is a major international language.....</i>	<i>19</i>
<i>Spanish in Europe</i>	<i>19</i>
<i>Spanish in the United States.....</i>	<i>20</i>
<i>Spanish in Brazil</i>	<i>22</i>
<i>Spanish in the Philippines.....</i>	<i>23</i>
<i>4. Australia's trade with Spanish-speaking countries is ever expanding</i>	<i>25</i>
<i>A highly skilled and multilingual workforce is essential for the economic prosperity of Australia.....</i>	<i>26</i>
<i>Australian-Hispanic economic relations.....</i>	<i>29</i>
<i>Spain</i>	<i>29</i>
<i>Mexico.....</i>	<i>30</i>
<i>Argentina</i>	<i>31</i>

<i>Perú.....</i>	<i>31</i>
<i>Chile.....</i>	<i>33</i>
<i>Uruguay.....</i>	<i>34</i>
<i>Venezuela.....</i>	<i>35</i>
<i>Some Australian Companies with Operations in Latin America.....</i>	<i>37</i>
<i>5. Spanish is one of the three most demanded foreign languages worldwide.....</i>	<i>38</i>
<i>The Demand for Spanish in Europe</i>	<i>39</i>
<i>Student demand in Australia</i>	<i>41</i>
<i>Australian universities forging links with Latin America.....</i>	<i>42</i>
<i>Agreements between Australian Universities and Hispanic universities</i>	<i>43</i>
<i>6. The Hispanic – a major world culture</i>	<i>48</i>
<i>Hispanic Culture.....</i>	<i>48</i>
<i>World Heritage sites in the Hispanic World.....</i>	<i>50</i>
<i>Cultural and historical ties between Australia and the Hispanic World</i>	<i>53</i>
<i>Nobel Prize Laureates from Spanish-language countries.....</i>	<i>54</i>
<i>7. Spanish is the language for travel and hospitality.....</i>	<i>56</i>
<i>8. Spanish enjoys proper academic standards</i>	<i>58</i>
<i>Discipline and Institutions</i>	<i>58</i>
<i>The Spanish Education Office in Australia and New Zealand.....</i>	<i>60</i>
<i>Professional Associations</i>	<i>61</i>
<i>9. Learnability: Spanish is easy to learn.....</i>	<i>62</i>
<i>Spanish words in the English language</i>	<i>62</i>
<i>10. Spanish is an Australian community language.....</i>	<i>66</i>



Executive Summary

Spanish is one of the leading languages in today's world. Spanish is second only to Mandarin by number of native speakers. It is a truly international language in commerce and trade, communication, education and many other areas. In the United States, an estimated 40 million use Spanish as their first language, and many more use it as a second language. In Australia, Spanish is the language of almost 100,000, making it the sixth largest community language.

The popularity of Spanish is gaining momentum. Contrary to general trends in foreign-language enrolments, Spanish is attracting more students at all level of education. New Spanish programs open every year at universities and TAFE across the nation. More and more primary and high schools are making the shift to Spanish. Exchange programs with Spanish-speaking countries are in high demand.

For some, the sudden popularity of Spanish is difficult to understand and is sometimes attributed to fashion or mere coincidence. The reality is that Spanish is a unique LOTE in the Australian context because it fulfills some basic needs in ways that other modern languages simply cannot.

In this report, we have identified and documented some of the reasons why Spanish is rapidly becoming Australia's favorite second language.

1. A second language is a definite advantage

It's a multilingual world

Language skills have become the mark of a global citizen

Despite the increasing use of English as a global lingua franca, the reasons for learning languages are more compelling than ever - especially for the kind of study that goes beyond 'survival' language skills and provides a deeper knowledge and appreciation of other cultures and societies. Language skills have become the mark of an educated, and employable, global citizen.

Source: *Why Learn Another Language?*, http://www.champselysees.com/community/why_another_language.aspx

Reliance on one language places English monolinguals at a significant disadvantage in a multilingual world

English speakers have a significant advantage: English is the language of today's sole super power. It is spoken widely throughout the world as a lingua franca as well as a native language. However this should not encourage complacency. As English is more widely spoken English native speakers will lose the competitive advantage that is conferred by fluency in English. Reliance on one language places English monolinguals at a significant disadvantage in a multilingual world in which

- 90% of the population live in countries where English is not the native language
- 67% of the world economy lies in non-English speaking countries
- 65% of the world's on-line population is non-English speaking

Adapted from CILT, *The National Centre for Languages*
http://www.cilt.org.uk/rln/ni/nj_report_3.htm

*“Those who know nothing of foreign languages, know nothing of their own”
(Goethe)*

Why Learn a Foreign Language?

Functional Values	Symbolic Values
<ul style="list-style-type: none">• allow pupils to explore life style and culture of another land through its language;• introduce learners to language awareness;• promote social interaction in and beyond the classroom;• listening, reading and memory skills improve, and speaking and writing become more accurate; therefore, students who are bilingual and students who keep studying a second language achieve better academic results;• provide skills for adult life e.g. for work or travel;• through the study of a foreign	<ul style="list-style-type: none">• The ability to speak the language of another community provides an instrument which allows access to their culture; conversely, if other communities can speak your language, they have a powerful tool for accessing your community. Language therefore has both an inward- and an outward-looking functional value, and a symbolic value associated with identity.• If the teaching of foreign languages is restricted, the minority possessed of second language skills acquires a potential advantage over the majority of his monolingual community. This is because the bilingual group has the power to communicate both internally and externally, and the monolingual

<p>language, pupils understand and appreciate different countries, cultures people and communities;</p> <ul style="list-style-type: none"> • pupils begin to think of themselves as citizens of the world as well as of Australia; • pupils learn about the basic structures of language; • lay the foundations for future study of other languages; • contribute effectively to society and achieve personal fulfilment; • increase knowledge and understanding for their own sake and to foster their application to the benefit of the economy and society; • serve the needs of an adaptable, sustainable, knowledge-based economy at local, regional and national levels; • play a major role in shaping a democratic, civilised, inclusive society. 	<p>majority can communicate only internally.</p> <ul style="list-style-type: none"> • Today, English has an international, practical, value for other nations. This has had both functional and ideological implications for Australia, affecting its citizens' need and willingness to learn other languages. While non-English speaking nations have embraced a multilingual model, looking outward to functional need in order to communicate with other peoples, Anglo-Australia has remained essentially monolingual. At the functional level, there has been little apparent practical need to learn foreign languages so long as other nations have been willing to learn English. Symbolically, the country has been able to maintain one element of its identity, its language. But this is misguided in the present-day context of globalised English. • Over recent decades, governments have become increasingly aware of the economic disadvantages of monolingualism¹ This is not only a question of functional incompetence: symbolically, the ability and willingness to speak the language of others alters perceptions and relationships.
--	--

Adapted from Jenny Willis, *Evolution of a national strategy for foreign language learning*
<http://www.lang.ltsn.ac.uk/resources/conferenceitem.aspx?resourceid=1379#ref14>

Multilingual policies

Australian position

The Australian Government is perfectly aware that society must move towards multilingualism, as part of the demands of globalisation. Clear indicator is its latest educational national policy *National Statement and Plan for Languages Education in Australian Schools 2005-2008*, approved by the Education Ministers of all the States in March 2005, to assist and encourage young Australians to learn a second language. Additionally, economic reports, such as *Global Returns*, *The National Strategic Framework for Attracting Foreign Direct Investment*², by Invest Australia, describe the importance of foreign ownership in Australian firms and companies, as well as the growing interest in merging with overseas business, creating a great demand in skilled multilingual professionals in a everyday more competitive world.

¹ Connell, T.J. (2002). *Languages and Employability A Question of Careers*. City University London. Hagen, S. (1998). What does global trade mean for UK languages? In Moys, A. (ed) (1998). *Where are we going with languages?* Nuffield Foundation.

² www.investaustralia.gov.au

“International trade, financial, economic and historical relations are important factors underlying student mobility. For example, the promotion of regional economic integration by organisations and treaties such as the European Union, NAFTA, ASEAN and APEC may provide incentives for students to develop their understanding of partner countries’ cultures and languages, and to build bilateral or multilateral networks. Some national governments have made international student mobility an explicit part of their socio-economic development strategies.

OECD Education at a Glance, 2003

As example of the Australian government policies to enhance the connections between Australia, Spain and Latin America are the *Memoranda of Understanding* signed in recent years with several countries:

Memoranda of Understanding with Spain and Latin America

Argentina

The Government of Australia and the Government of the Argentine Republic signed a *Memorandum of Understanding on Co-operation in the Field of Education and Training* on 26 March 2001. This formalises the education and training relationship between the two countries and will encourage and facilitate contacts and cooperation between government agencies, educational institutions, organizations and the conclusion of further arrangements.

Colombia

The Government of Australia and the Government of Colombia signed a *Memorandum of Understanding on Co-operation in the Field of Education and Training* on 6 August 2002 in Canberra.

Some examples of co-operation that the MoU provides for include:

mutual assistance and exchange of information in areas of interest in schools, vocational and higher education;

facilitation of the organisation of relevant specialised exhibitions and seminars;

support for the development of collaborative training, joint research, technology transfer, and joint ventures between appropriate authorities and institutions; and regulate education in both countries, Academies, Universities and exchange of information regarding institutions that promote and other education institutions.

The Memorandum is to be in effect for five years and after the expiry of that time, unless otherwise arranged, it will come into effect for a further five years.

Mexico

The Government of Australia and the Government of the United Mexican States signed a *Memorandum of Understanding on Co-operation in the Field of Education and Training* on 10 March 2003.

The first initiative under the MoU was the visit by a senior Mexican education delegation, including a Vice-Minister and five Directors-General, to examine best

practice education policies in Australia. This mission, which was the largest and highest level education mission Mexico has ever sent abroad, examined Australia's approach to higher education, secondary education, distance and special education as well as teacher training and evaluation. The mission also participated in an Australia - Latin America Education Symposium in Canberra on 18 March 2003.

Among other initiatives resulting from the MoU, we can mention:

- Visit to Queensland by a Senior delegation from the Mexican Ministry of Education, headed by Vice Minister Dr. Sylvia Ortega. February 2004.
- Visit to Australia by the Minister of Education of Mexico, Dr. Reyes Tamez and a high level delegation. February 2005.
- Visit to Mexico of an Australian delegation on Vocational Education and Training (VET). November 2005.
- Collaboration of the Mexican Ministry for Education in funding IDP's Peace Scholarship Program. This program brings every year more than 50 young Mexicans to study in Australia Universities.

Source: Australian Education International

<http://aei.dest.gov.au/AEI/GovernmentActivities/GovernmentRelations/BilateralRelationships/MOUAmericas.htm>

Peru

The Ministry of Education of Peru and the Department of Education and Training of Australia signed a Memorandum of Understanding on Co-operation in the Field of Education and Training on 12 May 2006. The Memorandum provides the framework within which both governments will endeavour to encourage and facilitate, as appropriate and in accordance with relevant laws and regulations of both Parties, the developments of contacts and cooperation between government agencies, educational institutions, organisations and other entities of Australia and Peru and the conclusion of further arrangements between such bodies for the conduct of cooperative activities.

Spain

The Government of Australia and the Government of Spain signed an *Agreement on Cultural, Educational and Scientific Co-operation* in 1991. This agreement provides a framework within which the two Governments can jointly consider programs of co-operation in education and training based on reciprocity and mutual benefit.

The Spanish Ministry of Education has signed three Memoranda of Understanding with the Education Departments of South Australia, 2005, New South Wales, 2006, and Victoria, 2007.

English is not enough

The British position

In Britain, the independent **Nuffield Languages Inquiry**³ was launched in 1998. Its findings were:

1. English is not enough.
2. People are looking for leadership to improve the nation's capability in languages.
3. Young people from the UK are at a growing disadvantage in the recruitment market.
4. The UK needs competence in many languages - not just French - but the education system is not geared to achieve this.
5. The government has no coherent approach to languages.
6. In spite of parental demand, there is still no UK-wide agenda for children to start languages early.
7. Secondary school pupils lack motivation or direction.
8. Nine out of ten children stop learning languages at 16.
9. University language departments are closing, leaving the sector in deep crisis.
10. Adults are keen to learn languages but are badly served by an impoverished system.
11. The UK desperately needs more language teachers.

Adapted from Jenny Willis, *Evolution of a national strategy for foreign language learning*
<http://www.lang.ltsn.ac.uk/resources/conferenceitem.aspx?resourceid=1379#ref14>

To know more about the position of the British Academy on the problem of monolingualism see

<http://www.britac.ac.uk/news/reports/0206languages2.html>

Or download video: *English is not enough*, University of Leeds from

<http://www.leedsmet.ac.uk/lisif/sol/6A3AEE02F66C45C7AF4B5D27F4459838.htm>

Common European Framework of Reference for Languages: Learning, Teaching, Assessment.
Strasbourg: Council of Europe, 2001 <http://www.coe.int/T/E/Cultural>

Study reveals learning languages changes brain anatomy

Being bilingual produces changes in the brain's anatomy, scientists said in a finding that could explain why children are so much better than adults at mastering a second language.

They found that people who speak two languages have more grey matter in the language region of the brain.

The earlier they learned the language, the larger the grey area.

People who speak two languages have more grey matter

³ Nuffield Foundation (2000). The Nuffield Languages Inquiry: *Languages: the next Generation*. <http://languages.nuffieldfoundation.org/languages/inquiry/in0000000537.asp>

"The grey matter in this region increases in bilinguals relative to monolinguals - this is particularly true in early bilinguals who learned a second language early in life," said Andrea Mechelli, a neuroscientist at University College London.

"The degree [of change] is correlated with the proficiency achieved."

Learning another language after turning 35-years-old also alters the brain but the change is not as pronounced as in early learners.

"It reinforces the idea that it is better to learn early rather than late because the brain is more capable of adjusting or accommodating new languages by changing structurally," Dr Mechelli said.

"This ability of the brain decreases with time."

Dr Mechelli and his team used structural brain imaging to compare the size of the grey matter in the brains of 25 monolinguals, 25 early bilinguals who learned a second language before the age of five and 33 late bilinguals.

All the volunteers in the study, which is described in the science journal *Nature*, were native English speakers of comparable age and education.

In the bilinguals, the grey matter in the left inferior parietal cortex was larger than in the monolinguals or the bilinguals who picked up the second language between the ages of 10-15.

"By looking at the size of the change [in the brain] I can tell whether someone is very proficient or not, because the bigger the change the better the proficiency," he said.

Grey matter in the brain is made up of neurons or brain cells.

The scientists do not know whether the change in bilinguals means there is an increase in the size of the cells, the number of cells or the connections between them.

"The next step would be to understand the change better at a small-scale level," according to Dr Mechelli.

Dr Mechelli and his colleagues are planning further studies with people who have difficulty learning languages to see whether their brain behaves differently.

They also plan to study speakers of several languages to determine whether the increase in grey matter is proportional to the number of languages they have mastered.

Reuters, Thursday, October 14, 2

"the picture that emerges is . . . a youngster whose experience with two language systems seems to have left him or her with a mental flexibility, a superiority in concept formation, and a more diversified set of mental abilities." The studies also demonstrated that children who have studied a foreign language perform better on standardized tests and tests of basic skills in English, math and social studies. Data from the College Board's 1992 edition of College Bound Senior revealed that students who had had four or more years of foreign language scored higher on the verbal section of the SAT than those who had had four or more years in any other subject area. This information corroborated Cooper's conclusion in 1987.

Robinson, D.W (1992). The Cognitive, Academic and Attitudinal Benefits of Early Languages Learning.

Recent brain research indicates that learning a second language is a powerful experience that helps the brain of young children develop. The young brain will actually grow the connections needed to learn the language. That is no longer possible after age 12. Seven states have instituted a second-language requirement for all children in elementary school.

Dumas, L.S (1999). Learning a Second Language: Exposing Your Child to a New World of Words Boosts Her Brainpower, Vocabulary, and Self-Esteem

Developing language skills is an investment for Australia

This was recognised in the 1989 *National Goals for Schooling*, and re-affirmed in the 1999 *National Goals*, where the Languages Other Than English learning area was identified as one of the eight key learning areas, and one in which all learners are expected to attain high standards of knowledge, skills and understandings. This *National Statement and National Plan for Languages Education in Australian Schools* will further progress towards that goal.

We live in times of rapid change. Information and communication technologies are accelerating the movement of people and ideas across the globe and expanding the range of communities in which people operate. Twenty-first century education needs to engage with, and be responsive to, this changing world. It needs to develop in learners the knowledge, understanding and attributes necessary for successful participation and engagement within and across local, regional and global communities, and in all spheres of activity.

“Language skills and cultural sensitivity will be the new currency of this world order” [General Peter Cosgrove, *Australian Principals Associations Professional Development Council*, 30 May 2002; and *Asia Education Foundation National Summit*, 26 November 2003].

English is Australia’s national language. It is also growing as an international language of communication. **But English alone is not enough for our learners.** In our increasingly multi-lingual world, more people speak two languages than one, and contact with speakers of other languages is rapidly growing. Australia must build on its diverse linguistic and cultural environment which is a result of its Indigenous history, geography and migration.

Education in a global community brings with it an increasing need to focus on developing inter-cultural understanding. This involves the integration of language, culture and learning. Inter-cultural language learning helps learners to know and understand the world around them, and to understand commonality and difference, global connections and patterns. Learners will view the world, not from a single perspective of their own first language and culture, but from the multiple perspectives gained through the study of second and subsequent languages and cultures. For learners who study their background or heritage language, it provides a strengthened sense of identity. Inter-cultural language learning contributes to the overall education of learners, developing in them the capabilities to:

Language skills and cultural sensitivity will be the new world-order currency

Australia must build on its diverse linguistic and cultural environment

“If we spoke a different language we would perceive a somewhat different world”
(Wittgenstein)

- communicate, interact and negotiate within and across languages and cultures
- understand their own and others' languages, thus extending their range of literacy skills, **including skills in English literacy**
- understand themselves and others, and to understand and use diverse ways of knowing, being and doing
- further develop their cognitive skills through thinking critically and analytically, solving problems, and making connections in their learning.

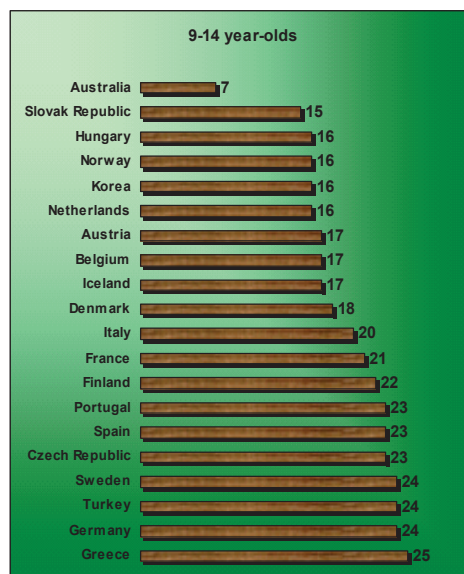
Such capabilities assist learners to live and work successfully as linguistically and culturally aware citizens of the world.

Excerpts from Ministerial Council On Education, Employment, Training And Youth Affairs, National Statement for Languages Education in Australian Schools and National Plan for Languages Education in Australian Schools 2005–2008”

Have Australian students a fair go?

Intended instruction time (Modern Foreign Languages) as a percentage of total compulsory instruction time in 2001

OECD countries	9 to 11-year-olds	12 to 14-year-olds
Australia	2	5
Austria	7	10
Belgium	5	12
Czech Republic	12	11
Denmark	7	11
England	Variable	11
Finland	9	13
France	9	12
Germany	8	16
Greece	10	15
Hungary	7	9
Iceland	2	15
Ireland	Variable	7
Italy	10	10
Japan	Variable	13
Korea	5	11
Mexico	Variable	9
Netherlands	2	14
Norway	6	10
Portugal	13	10
Slovak Repub.	5	10
Spain	12	11
Sweden	12	12
Turkey	9	15
USA	Variable	Variable



Source: "The Learning Environment And Organisation Of Schools",
OECD: Education at a Glance, 2003.

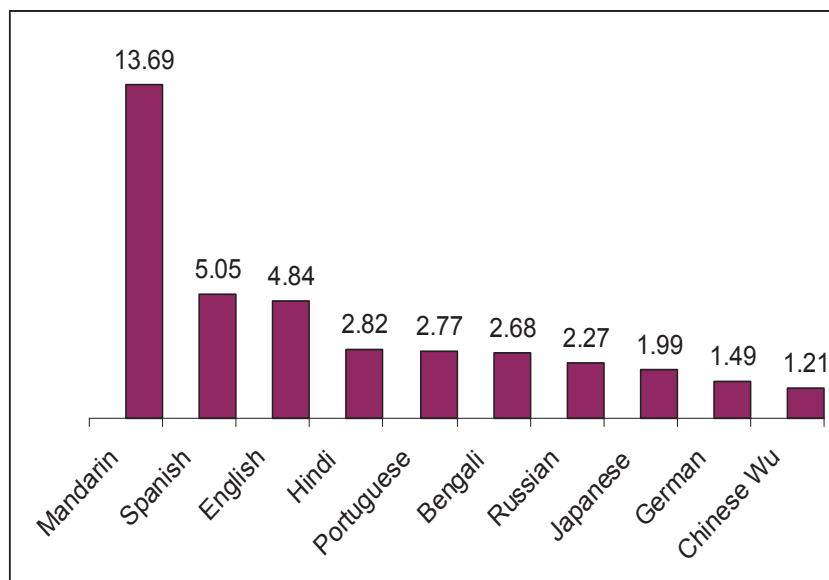
Other documents of interest:

- 700 reasons to learn another language, <http://www.lang.ltsn.ac.uk/700reasons>, by The Higher Education Academy (United Kingdom).
- *European Day of Languages 2005*, <http://www.ecml.at/edl/default.asp?t=celebration#Human#Human>
- Language policy division, Council of Europe: www.coe.int/lang
- European Centre for Modern Languages of the Council of Europe, Graz: www.ecml.at
- European Commission: europa.eu.int/comm/education/languages/index.html
- European Language Council: userpage.fu-berlin.de/~elc
- Linguistic Rights (Most Clearinghouse): www.unesco.org/most/ln2lin.htm
- Ethnologue database (6,700 languages of the world): www.sil.org/ethnologue
- Languages on the web (over 30.000 links): www.languages-on-the-web.com
- Human Languages Page: www.june29.com/HLP
- Eurolang: www.eurolang.net/browse.htm
- Linguist-list: linguistlist.org
- Email Lists for Individual Languages: www.evertype.com/langlist.html
- Yamada WWW Language resources: babel.uoregon.edu/yamada/guides.html
- Central site of Mercator centres: www.mercator-central.org;
- Mercator Education: www.mercator-education.org
- Foreign language Resources: www.itp.berkeley.edu/~thorne/HumanResources.html
- Eric Clearinghouse on languages and linguistics: www.cal.org/ericcll
- University of Cambridge Language Centre: www.langcen.cam.ac.uk
- Frequently asked questions about linguistics: www.zompist.com/langfaq.html
- How to say "I love you" in various languages: www.worldpath.net/~hiker/iloveyou.html

2. Spanish is the first Western language by number of native speakers

Spanish is the second world language by number of native speakers

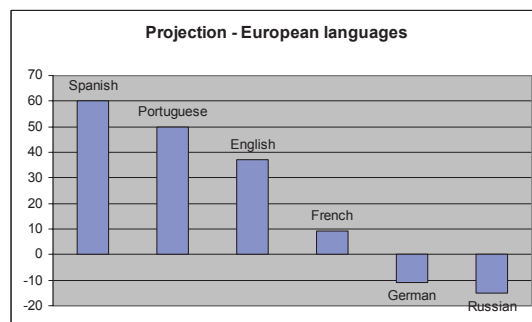
Spanish is one of the most widely spoken languages in the world. According to the CIA, Spanish is now the second world language by number of native speakers, making up 5.05 % of the planet's population.



Source: CIA World Factbook, ISSN 1553-8133 The online Factbook is updated periodically throughout the year. Last: 2 June 2005

Projections for the next half century suggest that Spanish will continue to grow at a faster pace than any other major European language

	% variation 1996-2050
Arabic	+ 140
Bengali	+ 83
Hindi/Urdu	+ 76
Malay	+ 70
Spanish	+ 60
Portuguese	+ 50
English	+ 37
Chinese	+ 24
French	+ 9
German	- 11
Russian	- 15
Japanese	- 12



Elaborated from Hozumi Tanaka, 1999, MT Summit XII
www.indictrans.org/Articles/English/article_src/

Spanish is the official language of twenty-one countries...

Mexico



103 M

Location: Southern part of North America and Northern part of Central America. Borders with the USA Guatemala and Belize, coasts to the Pacific Ocean, the Gulf of Mexico and the Caribbean Sea
Capital: Mexico City
Area: 1,964,372 sq Km

Spain



45 M

Location: Southwestern Europe, bordering the Bay of Biscay, Mediterranean Sea, North Atlantic Ocean, and Pyrenees Mountains, southwest of France
Capital: Madrid
Area: 504,782 sq km

Colombia



44 M

Location: Northern South America, bordering the Caribbean Sea, between Panama and Venezuela, and bordering the North Pacific Ocean, between Ecuador and Panama
Capital: Bogota
Area: 1,138,910 sq km

Argentina



40 M

Location: Southern South America, bordering the South Atlantic Ocean, between Chile and Uruguay, Bolivia, Brazil, and Paraguay.
Capital: Buenos Aires
Area: 3,766,890 sq km

Peru



28 M

Location: Western South America, bordering the South Pacific Ocean, between Chile and Ecuador, bordering also Colombia, Brazil and Bolivia
Capital: Lima
Area: 1,285,220 sq km

Venezuela



23.5 M

Location: Northern South America, bordering the Caribbean Sea and the North Atlantic Ocean, between Colombia and Guyana. Bordering Brazil to the South.
Capital: Caracas
Area: 912,050 sq km

Chile



16 M

Location: Southern South America, bordering the South Pacific Ocean, between Argentina and Peru. Bordering Bolivia to the East.
Capital: Santiago de Chile
Area: 756,950 sq km

Guatemala



14.5 M

Location: Central America, bordering the North Pacific Ocean, between El Salvador and Mexico, and bordering the Gulf of Honduras (Caribbean Sea) between Honduras and Belize
Capital: Guatemala
Area: 108,890 sq km

Ecuador**13.5 M****Location:** Western South America, bordering the Pacific Ocean at the Equator, between Colombia and Peru**Capital:** Quito**Area:** 283,560 sq km**Cuba****11.5 M****Location:** Caribbean, island between the Caribbean Sea and the North Atlantic Ocean, 150 km south of Key West, Florida**Capital:** Havana**Area:** 110,860 sq km**Dominican Republic****9 M****Location:** Caribbean, eastern two-thirds of the island of Hispaniola, between the Caribbean Sea and the North Atlantic Ocean, east of Haiti**Capital:** Santo Domingo**Area:** 48,730 sq km**Bolivia****9 M****Location:** Central South America, southwest of Brazil. *border countries:* Argentina 832 km, Brazil 3,400 km, Chile 861 km, Paraguay 750 km, Peru 900 km .**Capital:** La Paz**Area:** 1,098,580 sq km**Honduras****7 M****Location:** Central America, bordering the Caribbean Sea, between Guatemala and Nicaragua and bordering the Gulf of Fonseca (North Pacific Ocean), between El Salvador and Nicaragua**Capital:** Tegucigalpa**Area:** 112,090 sq km**El Salvador****6.5 M****Location:** Central America, bordering the North Pacific Ocean, between Guatemala and Honduras**Capital:** San Salvador**Area:** 21,040 sq km**Paraguay****6.5 M****Location:** Central South America, northeast of Argentina. *Border countries:* Argentina 1,880 km, Bolivia 750 km, Brazil 1,290 km**Capital:** Asuncion**Area:** 406,750 sq km**Nicaragua****5.5 M****Location:** Central America, bordering both the Caribbean Sea and the North Pacific Ocean, between Costa Rica and Honduras**Capital:** Managua**Area:** 129,494 sq km**Costa Rica****4 M****Location:** Central America, bordering both the Caribbean Sea and the North Pacific Ocean, between Nicaragua and Panama**Capital:** San Jose**Area:** 51,100 sq km

Puerto Rico**4 M****Location:** Caribbean, island between the Caribbean Sea and the North Atlantic Ocean, east of the Dominican Republic**Capital:** San Juan**Area:** 9,104 sq km**Uruguay****3.5. M****Location:** Southern South America, bordering the South Atlantic Ocean, between Argentina and Brazil**Capital:** Montevideo**Area:** 176,220 sq km**Panama****3 M****Location:** Central America, bordering both the Caribbean Sea and the North Pacific Ocean, between Colombia and Costa Rica**Capital:** Panama**Area:** 78,200 sq km**Equatorial Guinea****0.5 M****Location:** Western Africa, bordering the Bight of Biafra, between Cameroon and Gabon**Capital:** Malabo**Area:** 28,051 sq km*CIA World Factbook, Department of Foreign Affairs and Trade, and Various sources***... and widely spoken in 22 other countries and dependent territories**

Andorra	30,000
Aruba	6,000
Australia	97,000
Belgium	50,000
Belize	130,000
Brazil	43,901
Canada	177,425
Dutch Antilles	189,602
France	220,000
Germany	140,000
Gibraltar	10,061
Guam	793
Israel	50,000
Luxembourg	3,000
Morocco	20,000
Sweden	56,000
Switzerland	123,708
The Philippines	1,816,389
Turkey	23,175
United States of America	38,800,000
Virgin Island	13,000
Western Sahara	16,648

Source: Encyclopaedia Britannica and Informe Berlitz sobre el Estudio del Español en el Mundo
http://www.berlitz.es/upload/Spain/1_Estudio_Berlitz_el_espanol_en_el_mundo.pdf

World Spanish Speaking Countries



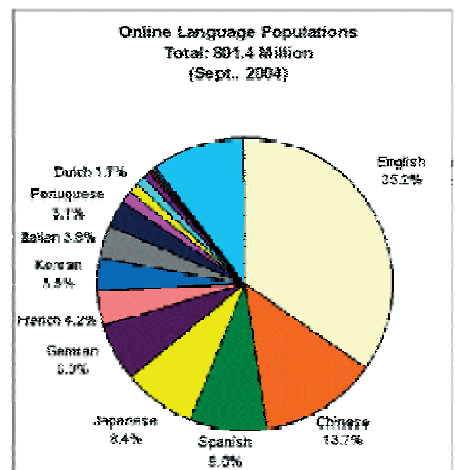
Venezuela	Colombia	Ecuador	Peru	Bolivia	Paraguay	Uruguay	Argentina
Spain	Mexico	Guatemala	Belize	Honduras	Cuba	Dominican Republic	
Puerto Rico	Nicaragua	Costa Rica	Panama	El Salvador			

Source: <http://www2.msstate.edu/~krreddy/spanish/countries.html>

Spanish is the third largest language online

In September 2004, the marketing/communication company Global Reach identified Spanish as the third largest language online. The following tables summarize their findings.

	% of world online population	% of world economy
English	35.20%	n.d.
Chinese	13.70%	13.00%
Spanish	9.00%	8.90%
Japanese	8.40%	8.00%
German	6.90%	5.80%
French	4.20%	4.20%
Korean	3.90%	2
Italian	3.30%	3.60%
Portuguese	3.10%	3.60%
Malay	1.80%	2.00%
Arabic	1.70%	1.60%
Russian	0.80%	1.80%



Spanish is one of the official languages of UN, EU, WTO, OSCE and about 70 other international organisations

3. Spanish is a major international language.

Spanish is one of the few truly international world languages, i.e. a language spoken in and recognized by a large number of countries, adopted by a significant number of international organizations, and taught/learned in virtually every country in the world.

Spanish is one of the official languages of the United Nations, the European Union, the OSCE, the African Union, the Organisation of American States, the World Trade Organisation, and about 70 other international organisations. Access to work in these organisations, where 2-3 languages are usually required, is much improved by a working knowledge of Spanish.

The majority of its speakers are located in the Western Hemisphere, Europe and the north east of the African Continent. With approximately 103 million first-language and second-language speakers, **Mexico** boasts the largest population of Spanish-speakers in the world. The four next largest populations reside in **Colombia** (44 million), **Spain** (approx. 45 million), **Argentina** (40 million) and the **United States of America** (approx. 40 million (according to Berlitz report in Encyclopedia Britanica), where it is not an official language but is widely spoken in immigrant communities. It is an important and widely-spoken language, but without official recognition, in **Belize**.

Spanish is also spoken by segments of the populations in **Aruba**, **Canada**, **Israel** (both standard Spanish and Ladino), northern **Morocco** (both standard Spanish and Ladino), **Netherlands Antilles**, **Trinidad and Tobago**, **Turkey** (Ladino), the **U.S. Virgin Islands**, and **Western Sahara**.

Source: http://en.wikipedia.org/wiki/Spanish_language

Spanish in Europe

In European countries other than Spain, it may be spoken by some of their Spanish-speaking immigrant communities, primarily in the **Netherlands**, **Belgium**, **Switzerland**, **Italy**, **France**, **Germany** and the **United Kingdom** where there is a strong community in London. There has been a sharp increase in the popularity of Spanish in the UK over the last few years. It is an important and widely-spoken language in **Andorra**. It is spoken by much of the population of the British colony of **Gibraltar**, though English remains the only official language.

Among the countries and territories in Oceania, Spanish is the sixth most spoken language after English in **Australia**, where in the 2006 Australian Census, of the persons who reported they spoke a language other than English at home, around 98,000 reported Spanish. It is also spoken by the approximately 3,000 inhabitants of **Easter Island**, a territorial possession of **Chile**. The island nations of **Guam**, **Palau**, **Northern Marianas**, **Marshall Islands** and **Federated States of Micronesia** all once had Spanish speakers, but Spanish

has long since been forgotten, and now only exists as an influence on the local native languages.

Among other Asian countries, Spanish may also be spoken by pockets of ex-immigrant communities, such as Mexican-born ethnic Chinese deported to China or third and fourth generation ethnic Japanese Peruvians returning to their ancestral homeland of Japan.

In the [Antarctic](#), the permanent bases made by Argentina, Chile, Peru and Spain also place Spanish as the official and working language of these enclaves.”

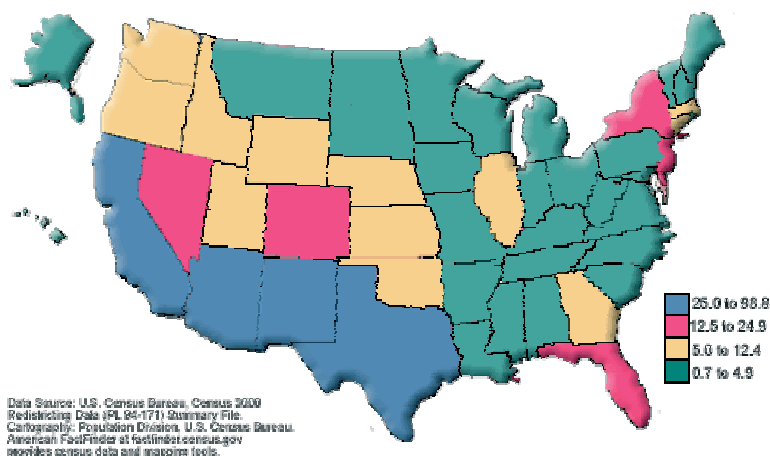
Source: http://en.wikipedia.org/wiki/Spanish_language

- In Europe, **Spanish** is the fifth most commonly used language.
- In the EU, **Spanish** is the most widely known language besides the mother tongue after **English, German and French**.
- 69% indicate their level of English to be ‘very good’ or ‘good’, and 65% of those speaking Spanish respectively. Respondents speaking French or German tend to rate their language skills slightly lower.

Source: Eurobarometer,
Europeans and Languages, September 2005.

Spanish in the United States

Hispanic population as a percent of total population by state

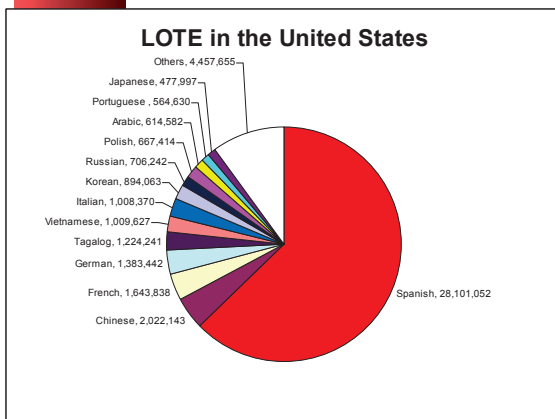


Spanish is the second most common language in the United States, after English, being spoken natively by about 30 million people 5 years and over (or 12% of the population) in 2005 excluding 4.0 million native speakers in Puerto Rico. Today, Spanish is so widely spoken in the United States that it is generally considered to be either the third or the fourth largest Spanish-speaking country in the world (after Mexico, Colombia and possibly Spain). It is also being learned and spoken by a growing proportion of its non-Hispanic

Spanish is the
second
language in
the United
States

population for its increasing use in business, commerce, and both domestic and international politics.

- Spanish has a status of official language (along with English) in the state of New Mexico and in Puerto Rico.
- Although Spanish is not the most spoken language in any state, it is the second most spoken language in 43 states and the District of Columbia.
- Generally, US Hispanics (13.4% of the population in 2002) are bilingual to some degree. A study by Simmons Market Research found that 19% of the Hispanic population speak only Spanish while 9% speak only English, 55% have limited English proficiency and 17% are fully English-Spanish bilingual.



- There are more Spanish speakers in the United States than there are speakers of French (another language inherited from European colonization), Hawaiian, and the various Native American languages taken all together.
- Living an exclusively Spanish-speaking life is viable in some areas due to the constant influx of immigrants and the prevalence of Spanish-language mass media, such as Univisión, Telemundo USA, and Azteca America.

- Also, because of NAFTA (the North American Free Trade Agreement), it is now common for many American manufacturers to use trilingual product labeling in which the same text is repeated in English, Spanish and French. Apart from the businesses that have always catered to Spanish-speaking immigrants, a small but rapidly-increasing number of mainstream American retailers are beginning to provide dual-language advertising and in-store signage in both English and Spanish.
- Spanish is the most widely taught non-English language in U.S. secondary schools and institutions of higher education, indicating its importance among non-Hispanic Americans.
- In U.S. alone there are 40 newspapers, 300 weekly editions, 3 national channels and hundreds of radio stations in Spanish.



Intergenerational transmission of Spanish is a better indicator of the future of Spanish in the United States than crude numbers of native Spanish-speaking immigrants. Although Latin American immigrants have various levels of English proficiency, Hispanics who are second-generation American in the

United States almost all speak English, but about 50 percent speak Spanish at home.

- The State of the Union Addresses and other U.S. Presidential speeches have been translated into Spanish following the precedent set by the Bill Clinton administration. Official Spanish translations are available at Whitehouse.gov. In addition to this, some non-Hispanic politicians who are fluent in the Spanish language have often delivered speeches in Spanish to Hispanic majority constituencies.

Spanish in Brazil

In Brazil, where virtually the entire population speaks Portuguese, Spanish has obtained an important status as a second language among young students and many skilled professionals. In recent years, with Brazil decreasing its reliance on trade with the USA and Europe and increasing trade and ties with its Spanish-speaking neighbours (especially as a member of the Mercosur trading bloc), much stress has been placed on bilingualism and Spanish proficiency in the country. On 7 July 2005, the National Congress of Brazil gave final approval to a bill that makes Spanish a second language in the country's public and private primary schools.



"The legislation requires government and private schools to offer Spanish as an elective subject for students in grades five through eight. In earlier grades Spanish depends on the schools' discretion.

"The new law is important for primary education and for Brazil's integration with the rest of Mercosur", underlined Mr. Lira, adding that the teaching of Spanish "is going to facilitate the formation of a South American bloc".

Approval of the bill followed several years of debate by legislators in Brazil, a country that has traditionally been closed to foreign languages and where the teaching of other foreign languages was not required.

For some time now Brazilian universities have offered Spanish classes in response to Spanish speaking Mercosur growing influence. Actually in Brazil's border states that have authority over their educational systems Spanish have been taught for years.

*Spain's Deputy Director of International Cooperation, Miguel Gonzalez Suela in Madrid hailed the passing of the bill as "a day of celebration", because **anywhere between 10 and 12 million young Brazilians will be learning Spanish.** Currently only private schools attended by 10% of Brazil's children, offer Spanish at the primary level."*

Source: MercoPress, South Atlantic's New Agency, 8 July 2005

The close genetic relationship between the two languages, along with the fact that Spanish is the dominant and official language of almost every country that

borders Brazil, adds to the popularity. Standard Spanish and Ladino (Judeo-Spanish spoken by Sephardic Jews) may also be spoken natively by some Spanish-descended Brazilians, immigrant workers from neighbouring Spanish-speaking countries and Brazilian Sephardim respectively, who have maintained it as their home language. Additionally, in Brazil's border states that have authority over their educational systems, Spanish has been taught for years. In many other border towns and villages (especially along the Uruguayo-Brazilian border) a mixed language commonly known as *Portuñol* is also spoken.

Spanish in the Philippines

Spanish ceased to be an official language of the Philippines in 1987, and it is now spoken by less than 0.01% of the population; 2,658 speakers (1990 Census). However, the sole existing Spanish-Asiatic creole language, Chabacano, is also spoken by an additional 0.4% of the Filipino population; 292,630 (1990 census).⁴ There are thousands of Spanish loanwords in 170 Philippine languages. Spanish is still spoken today and maintained by mestizo families, and thousands of people around the country, particularly in the provinces of Cebu, Zamboanga and Bacolod.

The Philippines was a Spanish colony for 333 years (1565-1898). There are around 13 million Spanish documents in the Philippine archives. Courts of law still recognize documents written in Spanish. During the 1960s and 1970s, Filipinos grew up with Spanish being their first and primary language, even before they learned to speak Tagalog or English. Philippine President, Gloria Macapagal-Arroyo is a member of the Philippine Academy of the Spanish Language.

Much of the history and culture is embedded in the language. There are an estimated 13 million manuscripts from the 16th century to 1898 which include government documents, economics, trade disputes, legal matters, patriotic material, religious material, registrations etc. Up to the 60s, birth certificates were in both English and Spanish. There is still a very strong need to translate a great number of historical documents.

Spanish was used by the first Filipino patriots. It was used to write the country's first constitution, *Constitución Política de Malolos*, *Noli Me Tangere*, the original national anthem, and nationalistic propaganda material, and thus should be considered a national language. Philippine nationalism was first propagated in the Spanish language.

Manila is home to the main East Asian branch of the Instituto Cervantes, the Spanish government's official overseas institute for the promotion of Spanish language and Latin American culture. The Spanish language enjoys popularity

⁴ According to independent studies, however, the numbers could be considerably higher: 1,816,773 persons or 3% of the population for Spanish and 1,200,000 speakers for Chabacano.

as a language of choice for learning a foreign language among new generations of young Filipinos.

Unlike in the Americas then, Spanish never came to be the general language of the Philippines. There were efforts in the late 18th and 19th centuries to expand the provision of free schooling, which involved the obligatory teaching of Spanish. However, the slow process of Hispanisation came to an abrupt halt in 1898, when sovereignty was ceded to the USA. The USA spent vast sums on establishing the usage of English in the Islands and on dismantling the educational apparatus set up by the previous administration. From 1935, Spanish and English co-existed as official languages in the Philippines, but in the Philippine Constitution of 1987 this status was withdrawn from Spanish. Thus according to the constitution, Pilipino (i.e. Tagalog) and English are the official languages of communication and instruction, while ‘Spanish and Arabic shall be promoted on a voluntary and optional basis’.

Sources: <http://www.staff.ncl.ac.uk/i.e.mackenzie/philippi.htm>
http://en.wikipedia.org/wiki/Spanish_in_the_Philippines

Websites:

- Embassy of Argentina: www.argentina.org.au
- Embassy of Chile: www.embachile-australia.com
- Embassy of Ecuador: embecu@bigpond.net.au
- Embassy of Mexico: www.mexico.org.au
- Embassy of Peru: www.embaperu.org.au
- Embassy of Spain: www.embaspain.com
- Embassy of Uruguay: urucan@iimetro.com.au
- Embassy of Venezuela: www.venezuela-emb.org.au

4. Australia's trade with Spanish-speaking countries is ever expanding

Spanish provides access to the most important free trade zones in the world

Spanish is a language of international trade. It provides access to the most important free trade zones in the world: through Spain to the EEC, through Mexico to NAFTA and through Latin America to APEC

Foreign Direct Investment in Latin America increased 44% in 2004

The Latin American region is the second fastest growing economy in the world. Other significant trade agreements in the region, such as Mercosur (Argentina, Brazil, Paraguay and Uruguay) and the Group of Three (G3), comprising Mexico, Venezuela and Colombia alone create a market opportunity for Australia of some 350 million consumers.

The Spanish-speaking Pacific region offers newly-created opportunities for Australian investment. Brazil, the 'sleeping giant' of Latin America, could lead a South American Free Trade Zone as a counterbalance to NAFTA. Moreover, the recently proposed Americas Free Trade Area, or AFTA, which will encompass the entire American continent, from Canada to Chile, is a clear indication of where US trade interests may lie in the future.

The jobs of many Australians can be attributed to foreign investment. It is estimated that more than half a million people in metropolitan and regional Australia work in firms with majority foreign ownership. Many more work in firms and communities that rely on foreign-owned companies as customers and suppliers of goods and services. One in five jobs in the manufacturing sector are in firms with majority foreign ownership and more than one in four jobs in the mining industry are in enterprises that are substantially foreign owned. Research suggests that for every 5–6 per cent increase in investment, gross domestic product (GDP) increases by 1–2 per cent. It is also estimated that foreign controlled companies operating in Australia account for 18 per cent of the nation's revenue. In this context, it is significant that for every dollar of output generated from foreign investment in Australia, 96 cents is retained in Australia primarily in the form of wages to employees, taxes and reinvestment in Australian operations. Firms with substantial foreign ownership account for about 25 per cent of Australian exports. Australian Bureau of Statistics (ABS) data also indicates that foreign-owned firms are more likely than domestically owned firms to export, thereby enhancing the economy's capacity to grow. In addition, there is evidence that FDI encourages industry innovation. ABS analysis indicates that foreign owned businesses in Australia spent an average of A\$2 million on local research and development (R&D) activity, compared with an average R&D expenditure by locally owned firms of only A\$920 000. This is supported by a 1998 *Business Review Weekly* survey, which revealed that more than half of the top 50 most innovative companies in Australia at the time were foreign-based companies.

Excerpts from "*Trends in Foreign Direct Investment*" in *Global Returns* www.investaustralia.gov.au

Source: Leticia Worley, *An Introduction to Spanish*, http://w2.vu.edu.au/foa/spanish/an_introduction_to_spanish.htm



“The Council on Australia Latin America Relations will seek to advance Australia’s relationship with the region at an economic, social and political level, delivering initiatives that will build the relationship and raise awareness among Australians of the opportunities that the region presents”.

Source: www.dfat.gov.au/coalar

Language skills are not essential for lower-paid work but are vital for more senior positions

Approximately 3 million Australians - or 15 per cent of the population - speak a language other than English at home and approximately 1.3 million Australians are fluent in a major European tongue.

This impressive skills base is underpinned by an exceptional tertiary education system that places Australia in the top four countries in the world in meeting the needs of a competitive economy.

Australia offers a unique geographical and cultural gateway to Asia while maintaining strong cultural and business links to Europe and the US.

For multinational operations, Australia is the ideal solution.

*Adapted from Australian Government, Invest Australia <http://www.investaustralia.gov.au>
Sources: OECD 2004, Australian Bureau of Statistics 2003, World Competitiveness Yearbook 2005.*

So how will your career prospects be boosted by knowing a foreign language?

Language skills seem to be becoming more, not less, important to business year by year. A recent survey [by Language Advantage] found that respondents who admitted they had lost business "because of language and cultural barriers at work" had increased by a third in 2002.

A survey of employment destinations of graduates in the UK discovered that those with language qualifications fared better than practically any other subject specialisation - even computer specialists. Language skills are not essential for lower-paid work but are vital for more senior positions.

It seems that this employment advantage continues throughout the promotion ladder: A survey of Chief Executives in European companies showed that they had, on average, worked in four countries and most spoke at least 3 languages. In other words, in order to achieve senior management positions in larger companies, a knowledge of languages and the experience of other countries and cultures which that allows, are now essential. Working life might seem comfortable enough at lower levels in an organisation, but a lack of language skills creates a glass ceiling.

Source: Why Learn Another Language?, http://www.champselysees.com/community/why_another_language.aspx

The annual value of cross-border mergers and acquisitions has increased by more than five-fold in the past 10 years

Forms of flows of foreign direct investment The annual value of cross-border mergers and acquisitions has increased by more than five-fold in the past 10 years. It should be noted that five deals accounted for 30 per cent of the total value of all mergers and acquisitions in 2000. Mergers and acquisitions are likely to continue to be a dominant form of FDI flows. The Economist Intelligence Unit sees the boom in mergers and acquisitions as a trend driven by fundamental factors that will continue to remain in play, even if there is a prolonged economic slowdown. Cross-border mergers and acquisitions offer benefits to firms by enabling them to quickly build a strong position in a new market, gain market power, increase firm size and spread risk.

Excerpt from "*Trends in Foreign Direct Investment*" in *Global Returns* www.investaustralia.gov.au

More emphasis is likely to be placed on the comparative wage costs of skilled labour, rather than on the availability of low-cost unskilled labour

Skills and labour costs Traditionally, the most significant business input costs have been labour costs. Yet while low-priced labour will continue to be an important factor for some investors, the need to adopt new technologies and skills for production suited to sophisticated and demanding markets will reduce the attractiveness of low wages, even in simple labour-intensive activities. More emphasis is likely to be placed on the comparative wage costs of skilled labour, rather than on the availability of low-cost unskilled labour. Survey evidence indicates that the availability of technical professionals is the most significant labour market driver, followed by the ability to hire management

staff, the cost of labour and the ability to hire skilled labourers. Australia is in a position to promote the calibre of its educational institutions, the number of its university graduates in various fields and its comparative wage costs for professionals against those of other developed nations.


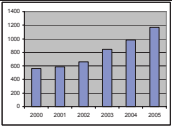
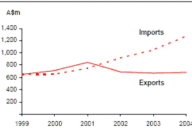
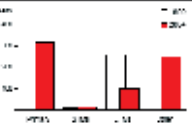
Culture A country's culture can influence the ease with which a foreign investor can establish business relationships and operate effectively in the marketplace. If an investment location has the same language and culture as those of the investor's home country, then this can offset other disadvantages that a host country may have as an investment location. Australia's success in attracting a substantial proportion of its FDI from the United States and the United Kingdom can be partly attributed to its historical ties with the United Kingdom and the fact that it shares a common language and similar culture with these markets. At the same time, Australia's emergence as a multicultural nation with a significant multilingual population is a competitive advantage for Australia as an investment destination as firms seek to compete in a global marketplace characterised by a broad range of different cultures.

Excerpts from "*Drivers of investment location decisions*" in *Global Returns* www.investaustralia.gov.au

Australian-Hispanic economic relations

The economic relations between the two worlds are ever growing. The following are a few examples:

Spain

Year 2004	 Spain (European Union)
GDP	
GDP (2005 forecast) (US\$bn)	1,167.3
GDP per capita (2005 forecast) (US\$)	28,284
Pop. (m)	41.1
Principal export market	France (19.3%)
Principal import source	France (16.8%) Germany (16.7%)
Australia's trade (A\$m)	
Australia's exports (A\$m)	
Major Australian exports	Confidential items (248) Coal (212)
Majors Australian imports	Passenger motor vehicles (182)
Total trade	1,961

Source: Australian Government,
Department of Foreign Affairs and
Trade

Spain is Australia's 26th largest export market and Australia's sixth largest export market in the EU. Bilateral relations between Australia and Spain are steadily expanding. Modern Spain offers significant potential as a partner for Australia, both in the business sphere and in the field of international relations. Similarly, Australia's economic size and strength, and our global and regional role, are increasingly being recognised by Spain as it seeks to play a more substantial role in the Asia Pacific region.

A growing number of Australian companies are conducting business in Spain. Lend Lease, Amcor, Brambles, Billabong and Fosters all maintain a strong presence in Spain. SPC Ardmona also recently announced that it would establish a production base in southern Spain with a joint venture partner, an investment worth several million dollars.

Spanish investors in Australia include Ferrovial Aeropuertos, which has an investment of several hundred million dollars in the consortium which won the tender for the privatisation of Sydney airport, and the wine producer Freixenet, which purchased an Australian winery in 2001. There has also been Spanish direct investment in Australian agribusiness, hospitality and real estate sectors, with sustainable energy a promising area for the future. The Spanish state-owned shipyard NAVANTIA has been granted two major shipbuilding projects for the Royal Australian Navy.

Spanish companies are currently looking closely at new opportunities in areas such as transport, infrastructure, logistics and wind energy. The Spanish firm Acciona has recently made a take-over bid for Pacific Hydro Ltd, which has been welcomed by the Pacific Hydro Board. Acciona is a leading Spanish listed diversified group involved in the development, construction and management of infrastructure and renewable energies with a market capitalisation in excess of 4.3 billion Euros.

Spanish companies currently operating in Australia include Danone, Ferrovial Airports Australia, Freixenet, Lladró/Nao, Astralpool,



Australian civil pilots are trained in Spain for the Airbus 300 type. The A-380 will revolutionize the aviation industry worldwide



Banco Santander Central Hispano, Borges, several wine importers, Agencia EFE, Acerinox, EDV, EHN Oceanía, Fagor industrial, Gamesa Energy of Australia, Ikusi Australia NZ, Izar, KA Internacional, Mango, Maison Decor (Grupo Pepe Peñalver) MVM Rail, MP Asia Pacifico, Pescanova, Soler y Palau, and UE Explosivos.

Spain continues to be a growing market for Australian education providers. In 2004, 587 Spanish students studied in Australia, mostly in English courses.

Mexico


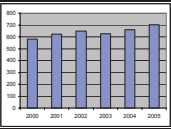
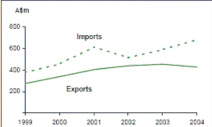
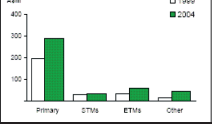
Mexico is Australia's largest trading partner in the region. Two-way trade amounted to approximately A\$1.5 billion in 2004-05. The trade flow between Australia and Mexico has grown five fold in the last 10 years. There is still a big potential to continue this expansion.

Australia's challenge is to diversify and grow exports to, and investment with, Mexico. Australia's top four exports to Mexico are coal, meat, livestock and dairy. There is strong potential in the energy sector, especially Liquefied Natural Gas (LNG), education and the expansion of food and beverages, agriculture and mining exports. Mexico's top exports to Australia are telecommunications equipment, automotive components and computers.

Mexico attracts significant direct investment due to NAFTA membership and its generally liberal investment laws. Australian companies with interests in Mexico include Austmex, Bolnisi Gold, Orica, Howe Leather, Mincom, Baja Aqua Farms and TNA Packaging Systems. Corona, GRUMA and Televisa are some Mexican companies with presence in the Australian market.

The Australian Government devotes considerable effort to improving the regulatory environment for Australian exporters and investors, such as through the bilateral Double Taxation Agreement. A bilateral Investment Promotion and Protection Agreement (IPPA) in Mexico City was recently signed to provide a framework to boost investment between Australia and Mexico.


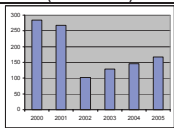
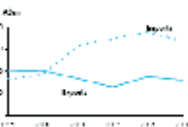
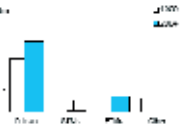
The signing of a Memorandum of Understanding on energy co-operation in January 2005 and the IPPA will take the commercial relationship with Mexico to a higher level. In June 2005, Australia won a coal supply contract worth A\$330 million (US\$249 million). Liquefied natural gas supply into the North American West Coast

Year 2004	 Mexico (NAFTA, APEC)
GDP	
GDP (2005 forecast) (US\$bn)	702.3
GDP per capita (2005 forecast) (US\$)	6,613
Pop. (m)	103.0
Principal export market	USA (81.2%)
Principal import source	USA (64.8%)
Australia's trade (A\$m)	
Australia's exports (A\$m)	
Major Australian exports	Coal (190)
Majors Australian imports	Telecommunications equipment (107)
Total trade	1,109

Source: Australian Government,
Department of Foreign Affairs and
Trade





Year 2004	 Argentina (Mercosur)
GDP	
GDP (2005 forecast) (US\$bn)	167.0
GDP per capita (2005 forecast) (US\$)	4,273
Pop. (m)	38.7
Principal export market	Brazil (19.0%)
Principal import source	Brazil (24.9%)
Australia's trade (A\$m)	
Australia's exports (A\$m)	
Major Australian exports	Coal (46)
Majors Australian imports	Motor vehicles for transporting goods (51)
Total trade	248

Source: Australian Government,
Department of Foreign Affairs and
Trade



represents another huge economic opportunity for Australia to win potential contracts worth A\$50 billion.

In January 2006, both governments agreed to commence an “Australia-Mexico Joint Experts Group” to look at all aspects of the economic relationship, including the possibility of a future FTA.

Argentina

Australia and Argentina share a number of similar perspectives and objectives as large Southern Hemisphere nations with relatively small populations and strong resource bases. Our nations have expanded existing links and dialogue on such matters as the role of the UN, international peacekeeping, the defence of democracy and human rights, nuclear and disarmament issues, Antarctica, international environment policy, international trade policy (especially on agriculture through the Cairns Group and on wine through the World Wine Trade Group), and international and regional economic cooperation policies.


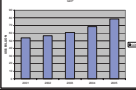
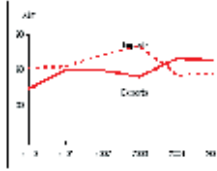
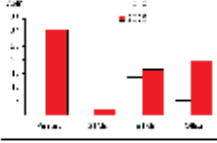
Commercial Opportunities with Argentina: export and investment opportunities for Australia can be found in the renovation of Argentine industry and the overhaul of communications, transport and public utilities. Similar changes are underway in most areas of primary production, a sector of particular expertise for Australia.

Other sectors with promise are environmental management, agribusiness, construction and building materials and high-tech machinery, including nuclear technology. An Argentine company (INVAP) provide the expertise and machinery for the construction of the very new Australian nuclear reactor located in Lucas Hights N.S.W. Australian expertise in distance education, vocational training, tele-medicine, English as a second language and postgraduate studies could also find markets in Argentina. With appropriate marketing, tourism could also become another potential growth area.

Peru

Bilateral relations with Peru are underpinned by cooperation in a number of regional and multilateral fora. As members of the Asia-Pacific Economic Cooperation Forum (APEC), Peru and Australia work together to promote trade and investment liberalisation in the Asia Pacific Region. Peru will host APEC in 2008, following Australia's year as host in 2007. Australia and Peru are also



Year 2005	 Peru
GDP	
GDP (2006 forecast) (US\$ bn)	85.1
GDP per capita (2006 forecast) (US\$)	3,000
Pop. (m)	28.3
Principal export market	USA (29.5%)
Principal import source	USA (30.3%)
Australia's trade (A\$m)	
Australia's exports (A\$m)	
Major Australian exports	Refined petroleum, milk and dairy products.
Major Australian imports	Gold and concentrates Zinc ores and
Total trade	A\$ 126 m



members of the Forum for East Asia Latin America Cooperation (FEALAC).

Australia and Peru share interests and cooperate internationally in areas including the environment, whaling, and international law enforcement. The Australian Bureau of Meteorology has signed a Memorandum of Understanding with its Peruvian counterpart, the National Meteorology Service of Peru, to facilitate cooperation, including research into the El Niño phenomenon. In a sign of the increasing goodwill between Australia and Peru, the Peruvian Congress reactivated its Peru Australia Parliamentary Friendship League in 2004. Bilateral trade and investment opportunities centre on the mining and agribusiness sectors.

Peru is Australia's fifth largest trading partner in Latin America. The bilateral trade has doubled in the last six years, reaching figures over US\$ 120 million, (2006) with an even greater potential for development and growing. Peru's main exports to Australia include gold, zinc ores, fishmeal, preserved vegetables, asparagus, coffee, and animal oils and fats. Australia's main exports to Peru are refined petroleum, milk and dairy products, cream, equipments, pharmaceutical, fertilizers and medicaments.


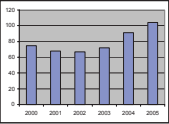
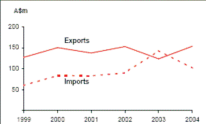
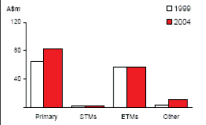
Peru and Australia signed an agreement in December 1995 for the reciprocal promotion and protection of investments. This instrument along with favourable conditions for foreign investments has allowed for Australian investors to increase their presence in Peru. Nowadays, the bilateral economic links between Australia and Peru are located in an unprecedented level, mainly due to the important volume reached by the Australian investments in mining. As a result of this, Peru is presently positioned in the fourth place in the ranking of South American countries receiving Australian investments (after Chile, Brazil and Argentina).

More than 20 Australian companies among them BHP Billiton, Rio Tinto, Xstrata and Orica have operations with Peru, including investments of almost US\$ 2 billion, notably in mining projects such as Antamina, Tintaya and Las Bambas. In the case of Tintaya, last May Xstrata Copper acquired the project from BHP paying over US\$ 750 million.

The Pacific constitutes the main space of confluence between Australia and Peru. APEC is the foremost forum of convergence. Peru became member of APEC in 1998 and will host the Leaders Summit and subsequent high level meetings in 2008, after Australia. A close cooperation between both Governments is underway in order to ensure an adequate transition between the successive APEC presidencies of Australia (2007) and Peru (2008).



Chile

Year 2004	 Chile (APEC)
GDP	
GDP (2005 forecast) (US\$bn)	104.3
GDP per capita (2005 forecast) (US\$)	6,713
Pop. (m)	15.4
Principal export market	USA (16.2%)
Principal import source	Argentina (19.4%)
Australia's trade (A\$m)	
Australia's exports (A\$m)	
Major Australian exports	Coal (59)
Majors Australian imports	Pulp and waste paper (27)
Total trade	255

Relations between Australia and Chile are strong and based on many shared interests. Both countries are major Southern hemisphere mining and agricultural economies with a distinct Asia Pacific orientation. As members of the Cairns Group, Australia and Chile work to ensure that agricultural trade reform issues are a priority in the WTO Doha Round. Within APEC, Australia and Chile cooperate to promote trade and investment liberalisation in the Asia Pacific region. There are many common interests in regional and global issues ranging from the environment, the Antarctic and illegal fishing, through to disarmament and regional security.

Air links between the two countries improved greatly following the introduction of the direct Qantas/Lan Chile codeshare flight in July 2002. This has resulted in an increase in the number of Australian business people and tourists visiting Chile and neighbouring countries.

Chile is Australia's third largest trading partner in Latin America, with approximately 120 Australian companies actively trading with Chile. Australian Companies are significant investors in Chile. Total Australian investment in Chile, including funds channeled through third countries, is approximately US\$2 billion (based on official Chilean government statistics), and growing. Australian firms have undertaken substantial development of existing and new mining projects and diversification into areas such as venture capital, energy distribution, entertainment and specialist recruitment services.

With many mining companies now looking more actively at geologically attractive prospects across the region, Chile's relatively easy and open operating environment for business has made it an ideal base of operations for Australian companies looking to move into Latin America. Australian or Australian-affiliated companies represented in Chile have increased from two in 1990 to in excess of 100.

Source: Australian Government, Department of Foreign Affairs and Trade



Uruguay

Uruguay's economy is characterised by an export-oriented agricultural sector, a well-educated workforce and high levels of social spending, as well as a developed industrial sector. In recent years Uruguay has shifted most of its effort into developing the commercial use of IT technologies and has become the leading exporter of software in Latin America.

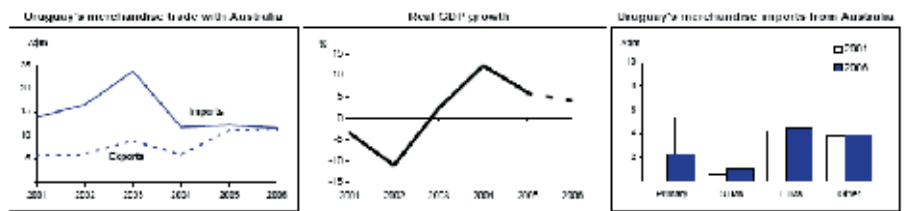
Uruguayan and Australian foreign and trade policy interests coincide in several key areas, and they have generally cooperative relations across a range of multilateral forums. These include close cooperation on international agricultural trade access issues through joint membership of the Cairns Group and WTO and cooperation on issues relating to the Antarctic, especially in efforts to address illegal fishing through the Convention on the Conservation of Antarctic Marine Living Resources (CCAMLR).

As a fellow dairy exporter, Uruguay shares common interests with Australia on international dairy access issues. Other areas of natural interest include pasture development, herd / bull progeny testing and agricultural training; several agreements have been signed and visits have been paid between technical missions of the INIA (Instituto Nacional de Investigación Agropecuaria) and the Victorian Agribiosciences Center in Melbourne, as well as the Department of Primary Industries of Victoria.

A Memorandum of Understanding (MOU) on agricultural cooperation was signed on 2 July 2003 during the visit of the Minister for Agriculture, Fisheries and Forestry Mr. Warren Truss to Uruguay that commits both countries to encouraging closer cooperation through relevant authorities.

Trade relations

Owing to the Promotion and Protection Investments Agreement between both countries signed on 3 September 2001 the investment flows have been increasing. During the past years the Australian business presence in Uruguay has becoming more important. There are Australian investments in areas such as baking products, entertainment, logistics services and mining. Two new areas for potential Australian export growth include tourism and education. Other sectors are telecommunications, agribusiness, consumer goods, construction and building materials.



Uruguay's trade relationship with Australia:

Major Uruguayan imports*, 2005 (A\$m):

Ships, boats & floating structures	2
Non electrical machinery, tools	1
Wool	1
Leather	1
Toys, games & sporting goods	1

Major Uruguayan exports, 2005 (A\$m):

Food preparations	8
Fish, fresh, chilled or frozen	1
Prepared seafood	1

*Includes A\$0.5m of confidential items and special transactions, 0.09% of total exports

Source: ABS

Venezuela



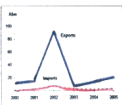
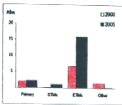
Despite the severe economic and financial troubles the country has suffered during the last decade, Venezuela continues to be one of the foremost economic leaders of the region, with a very solid democratic system of government and a dynamic market representing a truly guarantee for national and foreign investments.

Bilateral trade is modest, although Australia and Venezuela continue to explore possibilities for expanding commercial interaction, particularly in the mining, agriculture and maritime sectors.

The mining industry offers some potential for Australian involvement. Despite abundant mineral wealth and some of the world's largest reserves of iron ore, aluminium, nickel and gold the mining industry accounts for less than 1 per cent of the GDP. The government has identified the mining industry as a key factor in the diversification of the economy away from petroleum, particularly as a source of export revenue and inputs for domestic industry. A new mining law and regulations have been passed which have the potential to provide greater certainty and efficiency.

Other areas that offer potential for Australian interest include:
Natural gas – both large off-shore and on-shore projects are being planned. There are also opportunities in the petrochemical sectors including environmental related projects.



Year 2006	 VENEZUELA (Mercosur)
GDP	
GDP (2006 forecast) (US \$ bn)	156.5
GDP per capita (2006 forecast PPP) (US \$ bn)	6,467
Pop. (m)	26.5 millones
Principal export market (2004)	USA 55%
Principal import market (2004)	USA 32.5%
Australia's Trade (A\$m)	
Australia's exports (A\$m)	
Major Australian exports	Medicaments 3
Major Australian imports	Rubber Tyres 1
Total trade	22



Telecommunications – opportunities exists as a result of the end of the telecommunications legal monopoly in November 2000. Information technology – particularly in relation to mining and banking.

Education services – IDP Education Australia has organised two education fairs in Venezuela and there is strong interest in Australian education.

Maritime – Venezuela continues to offer potential to the Australian shipbuilding industry, including military applications, following the purchase by Conferry in 1999 and 2001 of large Australian-manufactures fast-ferries. There are continuing prospects for the construction of high-speed launches and patrol boats.

Infrastructure – the upgrade of major airports, the relaunch of a national railways plan (targeting over 4.000 km of mostly new lines), the short-term need for alternative power generation capacity and the establishment of a national meteorological network represent possible opportunities for high technology, specialist Australian companies.

Wine – Venezuelan wine producer Bodegas Pomar imports Australian wine through the Hardy's group.

Some Australian Companies with Operations in Latin America

Admiralty Resources	Admiralty Resources
AGL Chile	Andean Resources
Ashburton Minerals	AWAC Alcoa World Alumina and Chemicals
BHP Billiton	Bolnisi Gold
Burns Philp	Cougar Metals
Cougar Metals NL	Education Destinos
Elkendra Diamond	Excel Coal
Hardman Resources	Henry Walker Eltin
Hoyts Cinemas Chile	James Hardie Fibrocementos Ltda.
Kings Minerals	Labtech Hebro Ltda.
Lend Lease Latin American Realty Advisors Ltd.	Ludowici Mineral Processing Equipment LMPE
Maptek	Maptek IT
Mincom International Ltda.	Minera Escondida
Mirabela Nickel	NU Fruits of the Amazon
Nufarm	Pacific Hydro Ltd.
XSTRATA Copper	Rio Tinto

Important Web Links

- Council on Australia Latin American Relations
COALAR
<http://www.dfat.gov.au/coalar/index.html>
- Australia – Latin America Business Council
ALABC
<http://www.alabc.com.au/public/home.ehtml>
- Australia en el Mundo [Australia in the World]
(Combined website of the Australian Embassies in Argentina, Chile, Mexico and Spain)
<http://www.argentina.embassy.gov.au/>
- Casa Asia (Spain website on Asia and Oceania)
<http://www.casaasia.es/>
- Spanish Chamber of Commerce in Australia
<http://www.spanishchamber.org/>
- European Australian Business Council
<http://www.eabc.com.au/>

Spanish is the third most demanded language worldwide

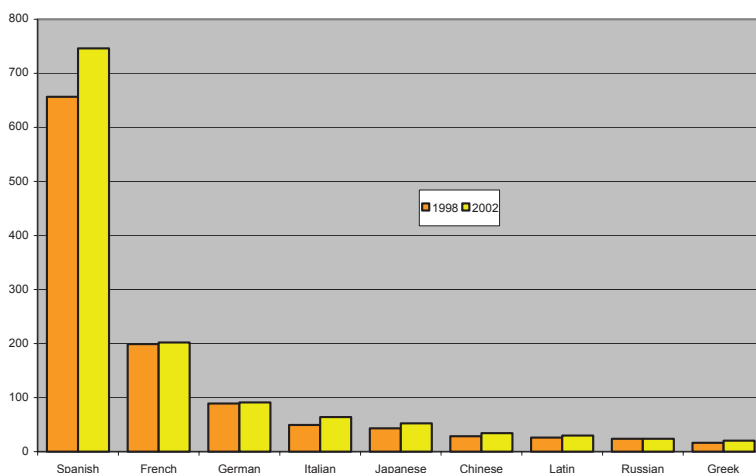
5. Spanish is one of the three most demanded foreign languages worldwide

According to a study made public in August 2005 by Berlitz – one of the largest global language schools, with 450 centres in 50 countries – Spanish is the third most demanded language worldwide. The study makes these points about Spanish:

- The country with the highest demand for Spanish classes is the United States;
- The other top-10 are Germany, Mexico, Spain, France, Brazil, Japan, Belgium, Canada and Argentina;
- In Japan, Spanish is third after English and French;
- In Asia and Australasia, Spanish is fourth after English, French and a third European language (usually German, Italian or Portuguese);
- Spanish is one of the very few languages with growing enrolments;
- In the period 1989-2004 the global demand for Spanish increased 9.57%;
- In the same period, demand for French and Italian diminished 17% and German 42%; English increased by 43% and Mandarin by 454%;
- Only English and French enjoy a higher global demand;
- Spanish share of global learning demand is 5.9% - compared with 6.8% of French and 69.43% of English;

Source: http://www.berlitz.es/upload/Spain/I_Estudio_Berlitz_el_espanol_en_el_mundo.pdf

In the United States and Europe students' demand of Spanish is growing rapidly and shows no signs of slowing down. This table shows enrolments in the top nine languages in North American universities.



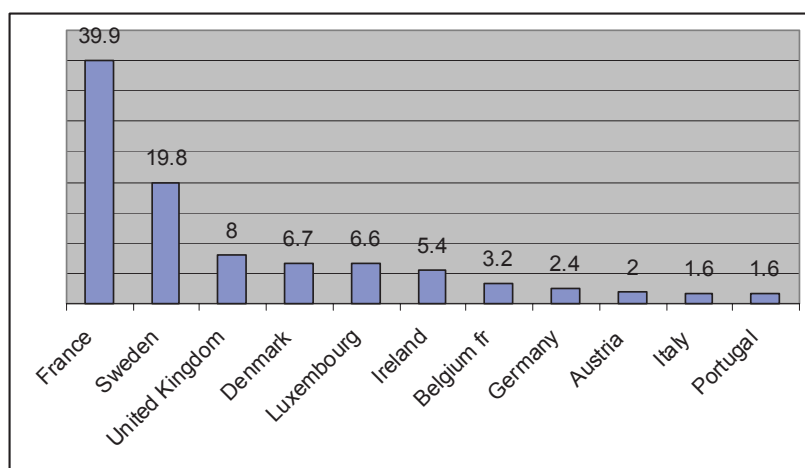
Source: Modern Language Association of America

The Demand for Spanish in Europe

The 2005 edition of the European Commission document *Key Data on Teaching Languages at School in Europe*⁵ contains a statistical snapshot and an analysis of the situation of foreign languages teaching in the continent referred mainly to the academic year 2001-2002. The document acknowledges that “in most countries, languages other than English, French, German, Spanish and Russian account for a very small proportion of all languages learnt. In other words, in the great majority of European countries, pupils learn first and foremost – indeed almost exclusively – major languages used on a broad scale” (page 52).

Spanish is the fourth most widely taught foreign language in European schools, after English, German and French. “Spanish is taught essentially in general upper secondary education and in the EU-15 countries” (page 50). Although the proportion of students who learn Spanish is generally around 10% or lower, in some countries it is significantly higher: Denmark (20.8 %), France (56 %), Luxembourg (26.4 %) and Sweden (29 %).

Taking all the levels of secondary education together, the countries where Spanish is more often studied as a foreign language are:



⁵ <http://www.eurydice.org/Documents/KDLANG/2005/EN/FrameSet.htm>

Considering all levels of education, i.e. primary, secondary, tertiary, adult education, private schools, a number of students of Spanish in 2000-2001 was 3,942,206, distributed as follows:

	Primary	Secondary	Tertiary and Adult	Private Schools	Spanish Centers	Total
Austria		13,900	22,170		638	36,708
Belgium		8,185	30,442	400	3,462	42,489
Bulgaria	1,704	12,150	2,700	10,150		26,704
Czech	553	8,429	5,223	1,890		16,095
Denmark	260	21,218	5,600	3,500		30,578
Finland		12,000	3,500	2,500		18,000
France	53,620	1,806,953	569,000		7,240	2,436,813
Germany	302	142,442	227,401		5,745	375,890
Greece		299	790	3,500	1,326	5,915
Hungary	422	3,267	2,195	2,500		8,384
Ireland	2,350	14,900	2,530	450	1,231	21,461
Italy	772	76,646	7,770	10,250	3,655	99,093
Latvia		300				300
Lithuania		182	495			677
Luxembourg		1,230	90	162	343	1,825
Netherlands	130	8,000	21,500	8,000	1,238	38,868
Norway	50	7,000	615	5,000		12,665
Poland	180	11,000	2,250	850	1,715	15,995
Portugal	603	1,810	2,338	618	1,193	6,562
Romania	9,536	5,248	4,138		1,344	20,266
Slovakia	350	122,400	1,400			124,150
Sweden	430	30,000	9,700	5,800		45,930
Switzerland		6,500	2,985	20,000	7,693	37,178
United Kingdom	7,000	463,000	36,514	8,000	5,146	519,660
TOTAL	78,262	2,777,059	961,346	83,570	41,969	3,942,206

*Elaborated from José Luján Castro, "La enseñanza del español como lengua extranjera en Europa: datos generales y propuesta para su mejora," Cervantes – Anuario 2002.
http://cvc.cervantes.es/obref/anuario/anuario_02/lujan/p03.htm Numbers of enrolments in Spain not included.*

85% of all Spanish students in Europe are located in France, the United Kingdom and Germany. Spanish enrolments are growing even in countries where enrolments in foreign languages are in decline:

“[At undergraduate level in Britain] a serious decline can be traced in [all languages], with the sole exception of Spanish, whose popularity has risen, perhaps because of its obvious functional value as Spanish-speaking resorts offer prime holiday destinations.”

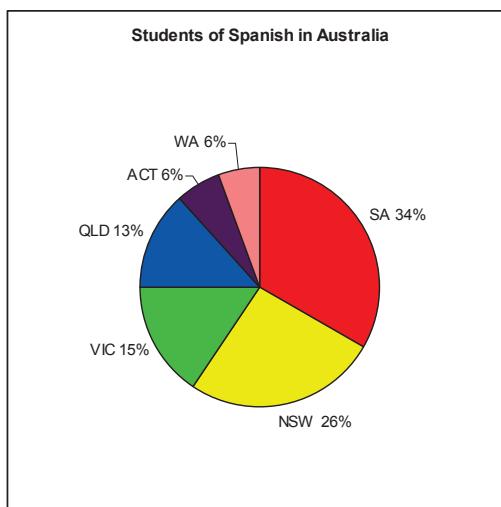
<http://www.lang.ltsn.ac.uk/resources/conferenceitem.aspx?resourceid=1379#ref14>

Student demand in Australia

The presence of Spanish in Australian schools and universities has grown exponentially in the last decade, due in large part to students' demand. According to the Embassy of Spain in Canberra, Spanish is currently offered in 84 primary schools, 55 secondary/high schools, 66 TAFE and adult education centres, and 20 universities.

Students of Spanish in Australia - distribution by sectors and States⁶

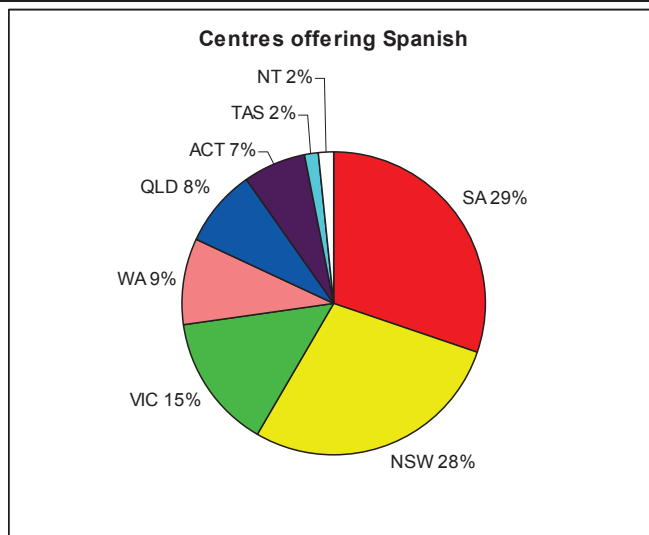
	Primary	Secondary	University	TOTAL
ACT	978	240	478	1696
NSW	3248	2527	1554	7329
NT	-	75	-	75
QLD	1868	583	1332	3783
SA	7349	1273	764	9386
TAS	-	132	-	132
VIC	1848	1089	1414	4351
WA	1365	194	30	1589
TOTAL	16656	6113	5572	28341



⁶ University figures are 2005. Primary and Secondary figures are 2003 (Vic), 2004 (ACT, NSW, SA, WA), 2005 (Qld).

Number of education centres with Spanish language offerings

Sector	SA	WA	NSW	QLD	TAS	ACT	NT	VIC	TOTAL
Public	66	10	58	12	4	16	4	24	195
Private	11	2	13	9	0	1	0	13	49
TOTAL	77	23	71	21	4	17	4	37	234



Source: Education Office, Embassy of Spain in Canberra

Australian universities forging links with Latin America

“It is time to widen the focus of international education in Australia. The AVCC [Australian Vice-Chancellors Committee] has recognised this and, in its 2004 policy paper *Achieving the vision for Australia’s universities*, set the target for 20% of Australian students to include international study as part of their degrees by 2020,” according to AVCC’s president Professor Di Yerbury.

“Australian universities want to provide students with opportunities for diverse global experiences not limited to traditional education destinations.

“Brazil, Chile and Mexico are renowned internationally as being highly competitive in various fields of science and research, including the environment, biotechnology and telecommunications,” Professor Yerbury said.

Source: 18 April 2005

http://www.avcc.edu.au/content.asp?page=/news/media_releases/2005/avcc_media_15_05.htm

Agreements between Australian Universities and Hispanic universities

University	Country	No.
The University of Adelaide	Chile: Pontificia Universidad Católica de Chile.	2
The Australian National University	Spain: Universidad de Santiago de Compostela Colombia: Universidad de los Andes; Universidad de Buenaventura; Universidad Escuela de Administración, Finanzas y Tecnología, Eafit.; Universidad de la Sabana. Chile: Universidad de Chile.	5
The University of Canberra	Spain: Instituto Europeo del Diseño. Mexico: Instituto Tecnológico Superior de Monterrey ; Universidad Iberoamericana (Puebla y Santa Fé) Consejo Nacional de Ciencia y Tecnología Argentina: Universidad Nacional de Buenos Aires	5
Edith Cowan University	Spain: Universidad Complutense de Madrid	1
Flinders University	Spain: Universidad de La Coruña (in progress); Universidad de Oviedo (in progress); Universidad de Santiago de Compostela ; Universidad de Valencia (in progress)	4
Griffith University	Chile: Pontificia Universidad Católica de Chile Universidad Diego Portales. Spain: Universidad de Castilla La Mancha ; Universidad Complutense de Madrid. Mexico: Universidad Jesuita de Guadalajara, Iteso. Peru: Universidad Peruana de Ciencias Aplicadas	6

La Trobe University	Colombia: Pontificia Universidad Javeriana de Colombia; Universidad Externado. Spain: Universidad Autónoma de Barcelona; Universidad de Barcelona; Universidad Complutense de Madrid; Universidad de Santiago de Compostela Mexico: Universidad de Guadalajara. Centro Universitario de Educación universitaria Peru Universidad de San Ignacio de Loyola	8
Macquarie University	Spain: Universidad de Alcalá	1
Royal Melbourne Institute of Technology	Spain: Universidad Politécnica de Valencia. Mexico: Universidad de las Américas.	2
University of Melbourne	Mexico: Instituto tecnológico y Est. Sup. de Monterrey Spain: Universidad Complutense, Madrid; Universidad de Salamanca. Chile: Pontificia Universidad Católica de Chile; Universidad Adolfo Ibáñez.	5
University of Monash	Spain: Universidad Autónoma de Madrid Chile: Pontificia Universidad Católica de Chile. Mexico: Instituto Tecnológico y de Estudios Superiores de Monterrey.	3
University of New South Wales	Chile: Pontificia Universidad Católica de Chile Spain: Universidad de León; Universidad Politécnica de Madrid ; Universidad Politécnica de Valencia; Universidad Pompeu y Fabra; Universidad de Zaragoza. Mexico: Inst. Tecnológico y de Estudios Sup.de Monterrey; Universidad de Guadalajara.	8

University of Queensland	Colombia: Universidad de La Salle; Universidad Nacional de Colombia. Chile: Pontificia Universidad Católica de Chile; Universidad Andrés Bello Spain: Universidad Pompeu i Fabra; Universidad de Salamanca. Mexico: Instituto Tecnológico y de Est. Sup. de Monterrey; Universidad de las Américas; Universidad Nacional Autónoma de México Peru: Universidad de Lima	9
South Australia University	Argentina: Universidad del Aconcagua; Universidad de Palermo. Chile: Pontificia Universidad Católica de Chile. Spain: Universidad de Alicante Universidad Politécnica de Valencia. Peru: Universidad Peruana de Ciencias Aplicadas	5
University of Sunshine Coast University of Sydney	Chile: Pontificia Universidad Católica de Chile. Spain: Universidad Autónoma de Madrid (in progress) Universidad de Navarra (in progress); Universidad de Salamanca (in progress); Universidad de Sevilla. Mexico: Inst. Tecnológico y de Estudios Sup.de Monterrey. Chile: Pontificia Universidad Católica de Chile; Universidad Adolfo Ibáñez Spain: Universidad Alfonso X El Sabio; Universidad Antonio de Nebrija; Universidad Autónoma de Barcelona; Universidad Autónoma de Madrid, Universidad de Cantabria; Universidad de Granada; Universidad de Málaga; Universidad de La Rioja;	6
University of Technology, Sydney		18

University of Tasmania Victoria University	Universidad de Navarra; Universidad Pública de Navarra; Universidad de Salamanca. México: Inst. Tecnológico y de Estudios Sup.de Monterrey Universidad de Guadalajara; Universidad de las Américas; Universidad de la Sonora Universidad Veracruzana. Peru: Universidad Nacional Agraria La Molina	3
	Spain: Universidad de Deusto(in progress); Universidad de Granada México: Universidad de Guadalajara Universidad de las Américas	
University of Western Sydney	Spain: Universidad Complutense de Madrid Universidad de Vigo	2
University of Wollongong	Colombia: Universidad Escuela de Administración, Finanzas y Tecnología, (Eafit). Spain: Universidad de León ; Universidad Politécnica de Madrid México: Universidad Iberoamericana.	4
University of Western Australia	Uruguay: Universidad de la República	1

University Spanish Programs 2005

University	Department / School	Students (headcount, est. 2005)
The University of Adelaide	Spanish Course. Flinders Language outreach Program. School of Humanities. Faculty of Humanities and Social Sciences.	220
The Australian National University	Spanish Program. School of Languages Studies. Faculty of Arts.	238

Bond University	Faculty of Humanities and Social Sciences.	(31, semestre 2, 2005)
The University of Canberra	Division of Communications and Education. School of Languages and International Education.	240
Flinders University	Department of Languages. Spanish & Portuguese Section.	454
Griffith University	Program of Languages and Applied Linguistics	450
La Trobe University	Faculty of Humanities and Social Sciences School of Historical and European Studies. Spanish Program, with Portuguese, Catalan and Galician	346
Royal Melbourne Institute of Technology	School of International and Community Studies.	322
University of Melbourne	Faculty of Arts. Department of French, Italian and Spanish Studies. Spanish section.	100
Monash University	Faculty of Arts. School of Language, Cultures and Linguistics. Hispanic Studies Program	300+
University of New South Wales	Faculty of Arts and Social Sciences. School of Modern Lang. Studies. Deptment of Spanish and Latin American St.	350
University of Queensland	Faculty of Arts. School of Languages and Comparative Cultural Studies.	477
University of South Australia	Division of Education. Arts and Social Sciences. School of International Studies. Language and Culture Studies.	90
University of Sydney	Faculty of Arts. School of Languages and Culture. Spanish Studies.	436
University of Technology, Sydney	Institute for International Studies. Spanish Language and Culture Program.	350
Victoria University	Faculty of Arts. School of Communication, Culture and Languages. Spanish Language Studies.	100



6. The Hispanic – a major world culture

Hispanic Culture

Spanish is the language of the Hispanic civilisation, one of the greatest cultural groups in the world. Originating in northern Spain after the fall of the Roman Empire, the Spanish or Castilian language rapidly spread through the Iberian Peninsula during the Middle Ages. Spanish imperial expansion in the 16th and 17th centuries caused the Spanish language to spread even further; to Northern and Western parts of Africa, the Caribbean, Central and South America, vast areas of North America, and the Philippines. The first book completely written in Spanish dated from around the year 1140, “the Cantar de Mio Cid”. However, the first written text that uses Spanish language is dated on the 13th June 964, the so called “Codex 46”.

Together with its influence in international politics and trade and commerce, the growing prestige of Spanish in the cultural terrain makes it a highly desired language. Spain is the fifth world book producer in titles. Ten Spanish-language

authors have been awarded the Nobel Prize for Literature. It is the language of reputed Latin American writers such as Gabriel García Márquez, the author more quoted after Shakespeare and Descartes, Mario Vargas Llosa, Isabel Allende, Jorge Luis Borges and Carlos Fuentes. Furthermore, it is the mother tongue of Oscar-winning Spanish filmmaker Pedro Almodóvar; of unique painters Frida Kahlo and Pablo Picasso, the muralists of Mexico, the Nueva Trova Cubana. Spanish is the language of Liberation Theology and Spanish Mysticism; the language of passion and soccer; of Carlos Gardel and Astor Piazzolla, of tango, the Peruvian cajón, flamenco and the Spanish guitar.

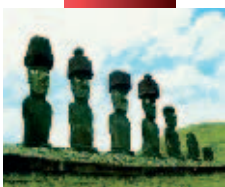
In May 1606 **Pedro Fernández de Quirós** (1565-1614), leading an expedition that departed from Peru, reached the Vanuatu archipelago and landed on a large island which he took to be part of the southern continent. He named it La Australia del Espíritu Santo (The Southern Land of the Holy Spirit). The island is still called Espíritu Santo. In the 19th century some Australian Catholics claimed that Quirós had in fact discovered Australia, in advance of the Protestants Abel Tasman and James Cook. The Archbishop of Sydney from 1884 to 1911, Francis Cardinal Moran, asserted this to be a fact, and it was taught in Catholic schools for many years.

Source: Discoverers Web

Was Quirós’ Espíritu Santo in north Queensland rather than in Vanuatu? This 1753 map seems to support such possibility.



Naming Australia Incorporated is a community organisation comprising representatives from the Spanish community, the Embassy of Spain in Australia, the business community and the ACT government who are working together to celebrate the 400th anniversary of Spanish contribution to the history and naming of Australia. www.namingaustralia.org.au



Spanish was the language of the Armada, the Conquistadors, the first Southern Seas explorers who desperately looked for the “missing” continent of Australia, Insurgents who fought for the Independence from Spain, Revolutionaries who tried to resist Capitalism in Latin America, Spanish Republicans in Mexico, Mothers of Plaza de Mayo in Buenos Aires, Cuban refugees in Miami, Chicanos in La Frontera/border land between the U.S.A. and Mexico, Chileans in Australia, Chabacanos in the Philippines, Latinos in Los Angeles and Sephardic Jews. It is also the language learned by the Nobel Peace Prize Guatemalan Rigoberta Menchú Tum and the Zapatistas in Chiapas, as well as many other indigenous peoples throughout Latin America. Not only is Spanish the language of the Prince of Asturias’ Prizes, sponsored by the Spanish Crown, but it is also one of the official languages of United Nations and many major international organizations. Spanish is the language of hispanophiles worldwide.

Students find Hispanic cultural icons very appealing because of their seamless integration with popular American culture. Pop music singers such as Jennifer Lopez or Ricky Martin are recognised worldwide. For many, Latino music and dance, Mexican food, Spanish tapas, and soccer are good entry points to the Hispanic culture. Getting to know and experience the many flavours of this vibrant culture is what drives many students to seek exchange opportunities and spend a few months in a Spanish-speaking country.

Most Australians are familiar with a myriad names, event and institutions related to the cultures of Spain and Latin America:

- Painters:** Goya, Velázquez, Picasso, Dalí, Diego Rivera, Frida Kahlo, Michelena, Botero, Guayasamín...
- Writers:** Lorca, Cervantes, Gabriel García Márquez, Pablo Neruda, Mario Vargas Llosa, Jorge Luis Borges, Isabel Allende, Laura Esquivel, José Enrique Rodó, Juan Zorrilla, Onetti, Benedetti, César Vallejo, Andrés Bello...
- Singers and Musicians:** Jennifer López, Ricky Martin, Gloria Stefan, Julio y Enrique Iglesias, Carlos Gardel, Cristina Aguilera, Jorge Drexler, Joaquín Rodrigo, Isaac Albéniz, Plácido Domingo, José Carreras, Juan Diego Florez, Miguel Fleta...
- Public buildings:** Sagrada Familia Barcelona cathedral, Pre-Columbian Inca and Azteca religious buildings, Macchu Pichu, Teotihuacan, Bilbao Guggenheim Museum...
- The movies:** Buñuel, Almodóvar, Antonio Banderas, Penélope Cruz, Pilar Miró, Amenábar, Gael García Bernal, Salma Hayek,...
- Popular culture:** Bullfighting, Mexican mariachis, Spanish flamenco, Catalan human towers, Rioplatense tango, Colombian salsa, San Fermín, Tomatina, carnaval, Mexican Hat Dance, La Bamba, Candombe uruguayo, Señor de los Milagros procesión, ...
- Sports:** Maradona, Rafael Nadal, Raúl, Sergio García, Severiano Ballesteros, Daniel Pedrosa, Distéfano, Guillermo Vilas, Juan Pablo Montoya, Fernando Alonso...
- Food:** Paella, tortilla, tacos, ron, tequila, chile con carne, frijoles, sangría, tapas, guacamole, Cebiche...
- Fashion Designers:** Balenciaga, Adolfo Domínguez, Roberto Verino, Vittorio y Lucchino, Amaya Arzuaga, Carolina Herrera.
- Others:** Navantia, Chupa-chups, Lladró...

World Heritage sites in the Hispanic World

State Corporation for Spanish Cultural Action
Abroad http://www.seacex.com/i_indexflash.htm

Here is a list of the properties inscribed on the World Heritage of some Hispanic countries:

Argentina

Date of ratification of the Convention:

Wednesday, August 23, 1978

Cultural

- [Cueva de las Manos, Río Pinturas](#) (1999)
- [Jesuit Block and Estancias of Córdoba](#) (2000)
- [Jesuit Missions of the Guaranis: San Ignacio Mini, Santa Ana, Nuestra Señora de Loreto and Santa Maria Mayor \(Argentina\), Ruins of Sao Miguel das Missoes \(Brazil\)](#) (1983)
- [Quebrada de Humahuaca](#) (2003)

Natural

- [Iguazu National Park](#) (1984)
- [Ischigualasto / Talampaya Natural Parks](#) (2000)
- [Los Glaciares](#) (1981)
- [Península Valdés](#) (1999)

Chile

Date of ratification of the Convention:

Wednesday, February 20, 1980

Cultural

- [Churches of Chiloé](#) (2000)
- [Historic Quarter of the Seaport City of Valparaíso](#) (2003)
- [Humberstone and Santa Laura Saltpeter Works](#) (2005)
- [Rapa Nui National Park](#) (1995) , Isla de Pascua

Proposed sites still to decide:

- Camino del Inca
- Sitio Arqueológico Monteverde
- Campamento Minero Sewell

Colombia

Date of ratification of the Convention:

Tuesday, May 24, 1983

Cultural

- [Historic Centre of Santa Cruz de Mompox](#) (1995)
- [National Archeological Park of Tierradentro](#) (1995)
- [Port, Fortresses and Group of Monuments, Cartagena](#) (1984)
- [San Agustín Archeological Park](#) (1995)

Natural

- [Los Katíos National Park](#) (1994)

Ecuador

Date of ratification of the Convention:

Monday, June 16, 1975

Cultural

- [City of Quito](#) (1978)
- [Historic Centre of Santa Ana de los Ríos de Cuenca](#) (1999)

Natural

- [Galápagos Islands](#) (1978)
- [Sangay National Park](#) (1983)

Mexico

Date of ratification of the Convention:

Thursday, February 23, 1984

Cultural

- [Ancient Maya City of Calakmul, Campeche](#) (2002)
- [Archaeological Monuments Zone of Xochicalco](#) (1999)
- [Archaeological Zone of Paquimé, Casas Grandes](#) (1998)
- [Earliest 16th-Century Monasteries on the Slopes of Popocatepetl](#) (1994)
- [El Tajín, Pre-Hispanic City](#) (1992)
- [Franciscan Missions in the Sierra Gorda of Querétaro](#) (2003)
- [Historic Centre of Mexico City and Xochimilco](#) (1987)
- [Historic Centre of Morelia](#) (1991)
- [Historic Centre of Oaxaca and Archaeological Site of Monte Albán](#) (1987)
- [Historic Centre of Puebla](#) (1987)
- [Historic Centre of Zacatecas](#) (1993)
- [Historic Fortified Town of Campeche](#) (1999)
- [Historic Monuments Zone of Querétaro](#) (1996)
- [Historic Monuments Zone of Tlacotalpan](#) (1998)
- [Historic Town of Guanajuato and Adjacent Mines](#) (1988)
- [Hospicio Cabañas, Guadalajara](#) (1997)
- [Luis Barragán House and Studio](#) (2004)
- [Pre-Hispanic City and National Park of Palenque](#) (1987)
- [Pre-Hispanic City of Chichen-Itza](#) (1988)
- [Pre-Hispanic City of Teotihuacan](#) (1987)
- [Pre-Hispanic Town of Uxmal](#) (1996)
- [Rock Paintings of the Sierra de San Francisco](#) (1993)

Natural

- [Islands and Protected Areas of the Gulf of California](#) (2005)
- [Sian Ka'an](#) (1987)
- [Whale Sanctuary of El Vizcaino](#) (1993)

Mixed

- [Agave Landscape and Ancient Industrial Facilities of Tequila](#) (2006)

Peru

Date of ratification of the Convention:

Wednesday, February 24, 1982

Cultural

- [Chan Chan Archaeological Zone](#) (1986)
- [Chavin \(Archaeological Site\)](#) (1985)
- [City of Cuzco](#) (1983)
- [Historic Centre of Lima](#) (1988)
- [Historical Centre of the City of Arequipa](#) (2000)
- [Lines and Geoglyphs of Nasca and Pampas de Jumana](#) (1994)

Mixed

- [Historic Sanctuary of Machu Picchu](#) (1983)
- [Río Abiseo National Park](#) (1990)

Natural

- [Huascarán National Park](#) (1985)
- [Manú National Park](#) (1987)

Spain

Date of ratification of the Convention:

Tuesday, May 4, 1982

Cultural

- [Alhambra, Generalife and Albayzín, Granada](#) (1984)
- [Altamira Cave](#) (1985)
- [Aranjuez Cultural Landscape](#) (2001)

- [Archaeological Ensemble of Mérida](#) (1993)
- [Archaeological Ensemble of Tarraco](#) (2000)
- [Archaeological Site of Atapuerca](#) (2000)
- [Burgos Cathedral](#) (1984)
- [Catalan Romanesque Churches of the Vall de Boí](#) (2000)
- [Cathedral, Alcázar and Archivo de Indias in Seville](#) (1987)
- [Historic Centre of Cordoba](#) (1984)
- [Historic City of Toledo](#) (1986)
- [Historic Walled Town of Cuenca](#) (1996)
- [La Lonja de la Seda de Valencia](#) (1996)
- [Las Médulas, León](#) (1997)
- [Monastery and Site of the Escorial, Madrid](#) (1984)
- [Monuments of Oviedo and the Kingdom of the Asturias](#) (1985)
- [Mudejar Architecture of Aragon](#) (1986)
- [Old City of Salamanca](#) (1988)
- [Old Town of Ávila with its Extra-Muros Churches](#) (1985)
- [Old Town of Cáceres](#) (1986)
- [Old Town of Segovia and its Aqueduct](#) (1985)
- [Palau de la Música Catalana and Hospital de Sant Pau, Barcelona](#) (1997)
- [Palmeral of Elche](#) (2000)
- [Poblet Monastery](#) (1991)
- [Renaissance Monumental Ensembles of Úbeda and Baeza](#) (2003)
- [Rock Art of the Mediterranean Basin on the Iberian Peninsula](#) (1998)
- [Roman Walls of Lugo](#) (2000)
- [Route of Santiago de Compostela](#) (1993)
- [Royal Monastery of Santa María de Guadalupe](#) (1993)
- [San Cristóbal de La Laguna](#) (1999)
- [San Millán Yuso and Suso Monasteries](#) (1997)
- [Santiago de Compostela \(Old Town\)](#) (1985)
- [University and Historic Precinct of Alcalá de Henares](#) (1998)
- [Works of Antoni Gaudí](#) (1984)
- **Mixed**
- [Ibiza, Biodiversity and Culture](#) (1999)
- [Pyrénées - Mont Perdu](#) (1997)
- **Natural**
- [Doñana National Park](#) (1994)
- [Garajonay National Park](#) (1986)
- [Teide National Park](#) (2007)

Uruguay

Date of ratification of the Convention:

Thursday, March 9, 1989

Cultural

[Historic Quarter of the City of Colonia del Sacramento](#)

Venezuela

Date of ratification of the Convention:

Tuesday, October 30, 1990

Cultural

- [Ciudad Universitaria de Caracas](#) (2000)
- [The city of Coro and its Port](#) (1993)

Natural

[Canaima National Park](#) (1994)

Source: <http://whc.unesco.org/en/statesparties>

Cultural and historical ties between Australia and the Hispanic World

Many are the ties between Australia and the Hispanic world. We could start by naming a few to bring both histories and cultures closer:

History

- ***16th-17th century.*** The Spanish set off from the American Pacific coast towards the South Seas in search of Terra Australis, which was believed to be in those latitudes. The Spanish were the second sailors, after the Portuguese, to navigate waters close to Australia and to land in the nearby islands. With the explorers Quirós and Torres, who sailed in 1605 through the Torres Strait that carries his name.
- ***18th century.*** The visit by two Spanish ships, commanded by the Italian born Alexandro Malaspina, to Botany Bay in 1793 can be classified as historic, political and cultural event. According to historians and botanists, the “Malaspina Expedition” is a source of valuable information, hardly acknowledged until now relating to Australia and New Zealand.

In 1792 arrived in Chile for the first time news of Port Jackson in Sydney on board of the frigate Mary Anne. At that time in history many were the encounters at sea between English floats from Sydney and Spanish floats, in an ocean with increasing corsair activity, playing the coasts of Chile a crucial role. Sydney gained importance as a whaling port and as strategic place to equip ships sailing into the Pacific.

- ***19th century.*** With the gold fever, started an intense traffic in the Pacific. The commerce between Australia and Latin American countries, Chile in special, increased considerably. New markets and products flourished. The immigration to Australia started with the contribution of many Hispanic labourers to the gold and mine fields.

At the same time, Spain saw the arrival of large numbers of English troops to fight the “Independence War” against Napoleon. In 1817, after the war was over, numerous former soldiers set sail for Australia to start a new life. To name a few: Captain Allman (founder of Port Macquarie), Major Morisset (one of the founders of Newcastle), Lieutenant E.C. Close, Edmund Lockyer (explorer of the Brisbane river), John Wvens (architect of the central part of the Supreme Court building in Sydney), Thomas Livingstone, William Light. Some of these

soldiers married Spanish women bringing with them their families and memories.

In 1846, the Spanish monks founded the mission of New Norcia in West Australia. This monastery is part of the Australian artistic and cultural heritage for its architecture and works of art, as well as its contribution to the national music.

In 1867, the third Prime Minister of Australia and first of the Labour Party, was born in Chile, John Christian Watson.

In 1951, the first transpacific flight took place between Australia and Chile. Sydney–Valparaiso, Valparaiso-Brisbane.

Flora and fauna: Vineyards, Barilla, Merino Sheep, Andalusian Horses, Poinsettia flower from Mexico, Llamas and Alpacas from the Andes.

Art:

We can find many Australian artists inspired by the Hispanic world:

- ***Writers:*** Sir Lionel Lindsay, James McAuley and Paul McGuire or opera writers like Gordon Keny or Peter Sculthorpe.
- ***Musicians:*** Vincenzo Cincotta, John Griffiths, Michael Noone and Peter Sculthorpe.

On the other hand, thanks to guitarists such as Yepes and Segovia, the classical guitars began to be made in Australia in the 1950s

- ***Painters:*** Frank Hodgkinson, Max Meldrum, John Olsen, Tom Roberts and Conrad Martens.
- ***Architects:*** Leslie Wilkinson and John Cyril Hawes. Walter Burley Griffin for the design of Canberra and Jon Utzon for the Sydney Opera House took inspiration from Mayan pyramids.

Source: Carlos M. Fernandez-Shaw, "Spain and Australia five centuries of history."

Nobel Prize Laureates from Spanish-language countries

Argentina

- Carlos Saavedra Lamas, Peace, 1936
- Bernardo Houssay, Physiology or Medicine, 1947
- Luis Federico Leloir, Chemistry, 1970
- Adolfo Pérez Esquivel, Peace, 1980
- César Milstein, Physiology or Medicine, 1984

Chile

- Gabriela Mistral, Literature, 1945
- Pablo Neruda, Literature, 1971

Colombia

- Gabriel García Márquez, Literature, 1982

Costa Rica

- Oscar Arias Sánchez, Peace, 1987

Guatemala

- Miguel Ángel Asturias, Literature, 1967
- Rigoberta Menchú, Peace, 1992

Mexico

- Alfonso García Robles, Peace, 1982
- Octavio Paz, Literature, 1990
- Mario J. Molina, Chemistry, 1995

Spain

- José Echegaray, Literature, 1904
- Santiago Ramón y Cajal, Physiology or Medicine, 1906
- Jacinto Benavente, Literature, 1922
- Juan Ramón Jiménez, Literature, 1956
- Severo Ochoa, Physiology or Medicine, 1959
- Vicente Aleixandre, Literature, 1977
- Camilo José Cela, Literature, 1989

Venezuela

- Baruj Benacerraf, Physiology or Medicine, 1980

7. Spanish is the language for travel and hospitality

Spanish is an important language for world travellers. It is the language of some of the world's favorite tourist and business destinations. According to statistics from World Tourism Organisation WTO 2004, two Hispanic countries are amongst the first 10 tourist recipients. Spain in a second place after United States of America and Mexico placed eighth.

In dollars revenue, Spain is also second with 45.2 billion USD taking a 7.3% of the world percentage, while the Caribbean countries, Central America and South America are recipients of 5.3% of the world tourism. More exactly, the American-Hispanic countries get 40% of the tourist in the American country, with a forecast annual growth of 4%.

Spain: 2nd World Tourism destination

Spain is the second country in the world in terms of tourism arrivals:

- In September of 2005, Spain has registered 5.7 million international tourists, 8.3% more than in the same month last year. The number of tourists visiting Spain has been consistently increasing in the last 7 months.
- By end of 2004, Spain registered a total of 53.6 million visitors and Spain itself with a total population of 42 million.

World's Top Tourism Destinations											
International Tourist Arrivals							International Tourism Receipts				
		In Million			% Change				US Billion \$		% Change
	Countries	Series	2003	2004	'03/'02	'04/'03		Countries	2003	2004	2004/2003
1	France	TF*	75.0	75.1	-2.6	0.1	1	US	64.3	74.5	15.7
2	Spain	TF	51.8	53.6	-0.9	3.4	2	Spain	39.6	45.2	14.1
3	US	TF	41.2	46.1	-5.4	11.8	3	France	36.6	40.8	11.6
4	China	TF	33.0	41.8	-10.4	26.7	4	Italy	31.2	35.7	14.1
5	Italy	TF	39.6	37.1	-0.5	-6.4	5	Germany	23.1	27.7	19.7

*TF: International tourist arrivals at frontiers (excluding same day visitors)

Source: World Tourism Organisation

The Tourism and Hospitality industries are very important and fast growing in Australia. The Spanish language is a definite conduct and advantage for all the students at university or TAFE, looking into Travel and Hospitality as a future career.

Spain: 2nd World in meetings, incentives, congresses and exhibitions

- Spain has invested enormously in this sector during the last few years to enhance the competitive edge, both in **hotels, conference centres and unique venues**, with 44 conference centres well distributed over the

peninsula characterised by the quality of the services they provide. There are 47 civil airports (11 international). As from 2006 Madrid enjoys one of the largest airports in Europe, with capacity to handle 70 million passengers a year.

	Country	2003
1	U.S.A.	232
2	Spain	220
3	United Kingdom	177
3	Germany	161
5	Italy	146

	City	2003			City	2003
1	Vienna	89		6	Berlin	58
2	Barcelona	78		7	Helsinki	58
3	Singapore	75		8	Copenhagen	57
4	Stockholm	70		9	Budapest	46
5	Lisbon	63		10	Madrid	43

Classification based on number of international meetings held in 2003

Source: ICCA, 2003visit us.

Spain: The best destination for Golf

Spain has 245 golf courses and it is becoming a European leader for the quality of the courses and the achievements of international Spanish golf players such as Sergio García, Severiano Ballesteros and José María Olazábal.

Some other Tourism Facts

- Spain has 11 international airports; 341 sportive ports; 28 ski resorts; 1242 camping sites; more than 58,000 restaurants; 1,4 million available rooms, including the Paradores Nacionales (hotel network of castles, palaces and historical buildings).
- Sporting activities and adventures including rock-climbing, hiking, horse trekking, cycling, white water rafting and canyoning. Tarifa is reputed for being the best place in Europe for doing windsurfing and kite-surfing

Useful Links

<http://www.scb.es/en/scb.php>

<http://www.opcspain.org/Directorio/index.html>

www.spain.info Tourism Office of Spain

Sourced from Spain Tourist Office in Singapore.



Spanish works
in any country,
under any
working
condition



Spanish is the
third most
demanded
language in
OECD
countries



Spanish is
one of the
best
resourced
foreign
languages in
the
educational
context



8. Spanish enjoys proper academic standards

Today's globalised world increasingly requires a workforce with highly portable skills. A working knowledge of a truly international language such as Spanish might become the only indisputably portable skill – one that will work in any country, in any discipline/area, under different working conditions.

For English speakers who frequently relocate to other English-speaking countries, Spanish is the key foreign language to add to their portfolios. In 2004, more than 33% of the jobs advertised in the UK which explicitly mentioned a language listed or required Spanish – compared to French in just 22%. In the United States the figure rose to 71%, with Japanese second at 6%.

Spanish is one of the languages most in demand at schools in the developed countries. Members of the Organisation for Economic Cooperation and Development (OECD), including Belgium, Canada, France, Germany, Ireland, Italy, Japan, The Netherlands, New Zealand, Portugal, Sweden, the United Kingdom and the United States, actively promote the teaching and learning of Spanish. Australia is no exception.

Spanish is the language of emergent Latin American economies in the Pacific Rim. Chile, Peru, Ecuador, Colombia, Central American countries and Mexico share economic interests with Asia Pacific countries.

Discipline and Institutions

Unlike many languages, Spanish is a well established academic discipline that has been part of educational programs of most western countries for nearly two centuries. The enormous popularity of Spanish in the last three decades has resulted in unusually large enrolments of students learning Spanish, particularly in English-speaking countries. As a result, the textbook publishing business in the field has flourished and the need to standardise academic proficiency levels has become apparent.

Today, Spanish is arguably one of the best (if not *the* best) resourced foreign languages in the educational context. The two main sources of textbooks and learning materials are the United States and Spain. The academic density of the Spanish discipline is compounded by two important factors. Firstly, Spanish is an international language with a rich variety of local inflections. Thus, conscientious students who want to go beyond the international *koiné* do need to dive into the complexities of at least one local standard. Secondly, Spanish is the language of a uniquely rich and plural culture – so plural in fact, that many prefer to speak of a plurality of cultures.

Real Academia Española (Royal Spanish Academy; often RAE) is the institution responsible for regulating the Spanish language, and was created in

1713. It is based in Madrid, Spain, but is affiliated with national language academies in 21 Spanish-speaking nations. In 1951, in Mexico the Association of Academies of the Spanish Language emerged to work on the defence, unity and integrity of the common language in different countries.

The RAE offers a wide range of linguistic material, including publications and dictionaries like *Diccionario de Autoridades*, *Diccionario Panhispánico de Dudas*, *Diccionario Histórico*, *Diccionario del Estudiante*...to name a few.

The first European grammar was the Spanish Grammar, published the 18th August 1492, followed by the Italian, 1552; French, 1560; German, 1573; and English, 1586.

A decade ago, the Spanish government created the **Instituto Cervantes**, a network of Spanish-teaching centers that operate in about thirty countries, which has created its own Proficiency diplomas. The Institute's proficiency standards are increasingly being used as the main reference in the discipline. The Instituto Cervantes is a worldwide non-profit organisation dedicated to the teaching of Spanish as a second language, as well as the promotion of Spanish and Hispanic American culture throughout non-Spanish-speaking countries. Its head offices are located in Madrid and Alcalá de Henares.

The **Instituto Cervantes** is present in 41 different countries with 64 centres in all.

- IC organises general and specialised Spanish-language courses
- IC organises exams for the *Diplomas de Español como Lengua Extranjera* (DELE) (Diploma of Spanish as a Foreign Language) in conjunction with the University of Salamanca
- IC promotes methods of teaching Spanish
- IC supports teachers of Spanish
- IC organises and promotes programmes aiming to spread the use of Spanish
- IC organises libraries and documentation centres at its various locations

Since 1998 the Instituto Cervantes has published the annual *El español en el mundo* highlighting the state of Spanish in the world, and current trends. The Instituto also runs the internet-based Centro Virtual Cervantes since 1997.

A branch of Instituto Cervantes will be opened in Sydney in February 2008.

The **MAE-AECI** scholarships granted by the government of Spain allow non graduate and graduate students to enrol in any Spanish education centre during a whole academic year with possibility of extension.

The **lectores** (Spanish language assistants) are sent by the government of Spain to universities around the world, to reinforce and assist wherever the teaching of Spanish may need during a whole academic year, with possibility of extension up to three years. In 2005 there was one in Australia, at La Trobe University, with two more in 2006 at University of Queensland, Brisbane, and another at Flinders University, Adelaide.

The Spanish Education Office offers support for the teaching of Spanish at all levels

The Spanish Education Office in Australia and New Zealand

The Spanish Education Office in Australia and New Zealand offers support for the teaching of Spanish as a foreign language at all levels in both countries. This policy is part of a major initiative of the Spanish government to promote Spanish language and culture throughout the world.

The Spanish Education Office provides the following services:

- ❖ Spanish language support and advisory services for LOTE Departments and schools teaching Spanish in Australia and New Zealand
- ❖ Language in-services and workshops for Australian and New Zealand teachers of Spanish
- ❖ Information and advice on educational resources for teachers and students of Spanish
- ❖ Assistance to Spanish departments in Australian and New Zealand universities
- ❖ Information on scholarships in Spanish for the professional development of Australian and New Zealand teachers of Spanish
- ❖ Information on validation of studies for students wishing to study in Spain
- ❖ Information on courses of Spanish language and culture in Spain

Training support. The Education Office runs teacher training and methodology update courses for teachers of Spanish. Some of these activities are organised jointly by the Office and Australian and New Zealand teacher programs and associations.

Language assistants. Specific support for the teaching of oral Spanish is provided through the Spanish language assistants program in some New Zealand schools. This program will be extended to Australia in the near future. Presently Australian teachers are participating in Spain as language assistant teachers of English.

Publications. The Office publishes *Voces Hispanas*, a journal aimed at Spanish teachers in Australia and New Zealand, with news from the Office, teaching activities designed for the classroom, articles on Hispanic culture, etc. Open to collaboration. RedELE, electronic journal for Spanish teachers worldwide with articles on teaching theory and practice, and essays on methodology.

Teaching resources. The Education Office website offers on-line resources specifically designed for Australian and New Zealand teachers of Spanish, together with two mailing lists (ELENZA and PLATYPUS) for the exchange of teaching experience and advice. See links below.

Teaching resources, both written and audiovisual, and promotion materials are available through the Spanish Cultural and Resource Centre “Alejandro Malaspina” in Canberra. The largest of its kind in the South Pacific area, the Resource Centre offers its members over 9,000 items (books, videos, magazines, slides, music CDs, CD-ROMs...) for the teaching and learning of the Spanish language and culture.

Source: Spanish Education Office in Australia and New Zealand

Professional Associations

Professional Teachers’ Associations of Spanish exist in four States – Victoria, South Australia, New South Wales and Queensland; an Australian Federation of State Associations for Teachers of Spanish is now taking shape.

The Association for Iberian and Latin American Studies of Australasia (AILASA) was established in 1993 with several aims, including:

- to promote research into and the teaching of Iberian and Latin American Studies in Australasia;
- to promote the professional development of its members;
- to promote public awareness of and interest in the Iberian Peninsula and Latin America;
- to stimulate and encourage interchange between Australasia and the Iberian Peninsula and Latin America; and
- to coordinate and rationalise available resources among member institutions through the interchange of students, teachers and resources.

AILASA holds an international conference every second year and publishes the international research journal *JILAS – Journal of Iberian and Latin American Studies*.

Websites:

- Royal Spanish Academy, www.rae.es
- Instituto Cervantes, www.cervantes.es
- Centro Virtual Cervantes, <http://cvc.cervantes.es>
- Education Office in Australia and New Zealand - Embassy of Spain www.mec.es/sgci/au
- Journal RedELE, <http://www.mec.es/redele>
- ELENZA, <http://redgeomatematica.rediris.es/elenza>
- “Alejandro Malaspina” Cultural and Resource Centre, www.mec.es/sgci/au (“Centro de Recursos”)
- AILASA <http://www.arts.uq.edu.au/slccs/index.html?page=26229&pid=26220>
- JILAS, <http://www.latrobe.edu.au/history/jilas/index.htm>
- VATS, (Victorian Association of Teachers of Spanish), <http://www.spanishlinx.vic.edu.au/vats.htm>

9. Learnability: Spanish is easy to learn

Spanish is easy to learn for English speakers. Because of their Latin origin, English and Spanish share many common words; there are dozens of English words in the Spanish language and vice-versa (*vista, patio, mosquito, fiesta* are all Spanish words). No other major language has sounds that are as easy to learn as those of Spanish. Spanish is a very flexible, expressive and freely spoken language. It is estimated that an English speaker can learn Spanish in a fraction of the time it would take to learn an Asian language.

As a result, the average student is able to maintain a simple conversation in Spanish after a few months of study, and a long conversation on everyday topics after just a couple of years.

Once the basics of the language are solidly planted, it is possible to develop a reading competence in any area of expertise or specialisation in a few months. Typically, students of technical and scientific disciplines with a reading ability in Spanish will merge it with their studies as a matter of course.

The high learnability rate of Spanish for English-speakers depends primarily on the relative closeness of both languages, and secondarily on the relative inner complexity of the target language. Thus, Spanish is easier and quicker to learn, due to its simple grammar and phonetics, compared with Asian or other European languages.

For many English speakers, Spanish is a good gateway into other languages of the Romance family, such as French, Italian, Portuguese, Catalan and Romanian.

Spanish words in the English language

Spanish words have come to us from three primary sources:

- ❖ many of them entered American English in the days of Mexican and/or Spanish cowboys working in what is now the US Southwest;
- ❖ words of Caribbean origin entered English by way of trade;
- ❖ the third major source is food, as many Spanish words have no English equivalent.

Following is a small sample of words loaned from Spanish that have assimilated themselves into the English vocabulary. As noted, some of these words were adopted into the Spanish language from elsewhere before being passed on to English. Although most words retain the spelling and pronunciation close to the Spanish original, all are recognised as English words by at least one reference source.

- **adios** (from *adiós*)
- **adobe** (originally Coptic *tobe*, "brick")
- **aficionado**
- **albino**
- **alcove** (from Spanish *alcoba*, originally Arabic *al-qubba*)
- **alfalfa** (originally Arabic *al-fasfah*. Many other English words beginning with "al" were originally Arabic, and many may have had a Spanish-language connection in becoming English.)
- **alligator** (from *el lagarto*, "the lizard")
- **alpaca** (animal similar to a llama, from Aymara *allpaca*)
- **armadillo** (literally, "the little armed one")
- **armada**
- **avocado** (originally a Nahuatl word, *ahuacatl*)
- **banana** (word, originally of African origin, entered English via either Spanish or Portuguese)
- **barracuda**
- **barbecue** (from *barbacoa*, a word of Caribbean origin)
- **bonanza** (although the Spanish *bonanza* can be used synonymously with the English cognate, it more often means "calm seas" or "fair weather")
- **booby** (from *bobo*, meaning "silly" or "selfish")
- **bravo** (from either Italian or Old Spanish)
- **bronco** (means "wild" or "rough" in Spanish)
- **buckaroo** (possibly from *vaquero*, "cowboy")
- **burrito** (literally "little donkey")
- **cafeteria** (from *cafetería*)
- **canary** (Old Spanish *canario* entered English by way of French *canarie*)
- **canasta** (the Spanish word means "basket")
- **cannibal** (originally of Caribbean origin)
- **canoe** (the word was originally Caribbean)
- **canyon** (from *cañon*)
- **cargo** (from *cargar*, "to load")
- **chaps** (from Mexican Spanish *chaparreras*)
- **chili** (from *chile*, derived from Nahuatl *chilli*)
- **chocolate** (originally *xocolatl*, from Nahuatl, an indigenous Mexican language)
- **cigar, cigarette** (from *cigarro*)
- **cilantro**
- **cinch** (from *cincho*, "belt")
- **cocaine** (from *coca*, from Quechua *kúka*)
- **coco** (type of tree, from *icaco*, originally Arawak *ikaku* from the Caribbean)
- **comrade** (from *camarada*, "roommate")
- **conquistador**
- **condor** (originally from Quechua, an indigenous South American language)
- **corral**
- **coyote** (from the Nahuatl *coyotl*)
- **creole** (from *criollo*)
- **criollo** (English term refers to someone indigenous to South America; Spanish term originally referred to anyone from a particular locality)
- **dengue** (Spanish imported the word from Swahili)
- **desperado**
- **El Niño** (weather pattern, means "The Child" due to its appearance around Christmas)
- **embargo** (from *embargar*, to bar)
- **enchilada** (participle of *enchilar*, "to season with chili")
- **fajita** (diminutive of *faja*, a belt or sash, probably so named due to strips of meat)
- **fiesta** (in Spanish, it can mean a party, a celebration, a feast — or a fiesta)
- **filibuster** (from *filibustero*, derived from Dutch *vrijbuiter*, "pirate")
- **flan** (a type of custard)
- **flotilla**
- **galleon** (from Spanish *galeón*)
- **garbanzo** (type of bean)
- **guacamole** (originally from Nahuatl *ahuacam*, "avocado," and *mulli*, "sauce")
- **guerrilla** (In Spanish, the word refers to a small fighting force. A guerrilla fighter is a *guerrillero*.)
- **hammock** (from *jamaca*, a Caribbean Spanish word)
- **habanero** (a type of pepper; in Spanish, the word refers to something from Havana)
- **hacienda** (in Spanish, the initial *h* is silent)
- **hurricane** (from *huracán*, originally an indigenous Caribbean word)
- **iguana** (originally from Arawak and Carib *iwana*)
- **jaguar** (from Spanish and Portuguese, originally from Guarani *yaguar*)

- **jalapeño**
- **jerky** (the word for dried meat comes from *charqui*, which in turn came from the Quechua *ch'arki*)
- **key** (the word for a small island comes from the Spanish *cayo*, possibly of Caribbean origin)
- **lariat** (from *la reata*, "the lasso")
- **lasso** (from *lazo*)
- **liberal** (from Cadiz Courts)
- **llama** (originally from Quechua)
- **machete**
- **machismo**,
- **macho** (*macho* usually means simply "male" in Spanish)
- **maize** (from *maíz*, originally from Arawak *mahíz*)
- **manatee** (from *manatí*, originally from Carib)
- **mano a mano** (literally, "hand to hand")
- **matador** (literally, "killer")
- **marijuana** (usually *mariguana* or *marihuana* in Spanish)
- **mesa** (In Spanish it means "table," but it also can mean "tableland," the English meaning.)
- **margarita** (a woman's name meaning "daisy")
- **mariachi**
- **menudo** (Mexican food)
- **mesquite** (tree name originally from Nahuatl *mizquiltl*)
- **mestizo**
- **mole** (Unfortunately, the name for this delightful chocolate-chili dish is sometimes misspelled as "molé" in English in an attempt to prevent mispronunciation.)
- **mosquito**
- **mulatto** (from *mulato*)
- **mustang** (from *mestengo*, "stray")
- **nacho**
- **nada**
- **negro** (comes from either the Spanish or Portuguese word for the color black)
- **nopal** (type of cactus, from Nahuatl *nohpalli*)
- **olé** (in Spanish, the exclamation can be used in places other than bullfights)
- **oregano** (from *orégano*)
- **paella** (a savory Spanish rice dish)
- **palomino** (originally meant a white dove in Spanish)
- **papaya** (originally Arawak)
- **patio** (In Spanish, the word most often refers to a courtyard.)
- **peccadillo** (from *pecadillo*, diminutive of *pecado*, "sin")
- **peso** (Although in Spanish a *peso* is also a monetary unit, it more generally means a weight.)
- **picaresque** (from *picaresco*)
- **pinole** (a meal made of grain and beans; originally Nahuatl *pinolli*)
- **pinta** (tropical skin disease)
- **pinto** (Spanish for "spotted" or "painted")
- **piñata**
- **piña colada** (literally meaning "strained pineapple")
- **piñon** (type of pine tree, sometimes spelled "pinyon")
- **plantain** (from *plátano* or *plátano*)
- **plaza**
- **poncho** (Spanish adopted the word from Araucanian, an indigenous South American language)
- **potato** (from *batata*, a word of Caribbean origin)
- **pronto** (from an adjective or adverb meaning "quick" or "quickly")
- **pueblo** (in Spanish, the word can mean simply "people")
- **puma** (originally from Quechua)
- **quadroon** (from *cuaterón*)
- **quesadilla**
- **quirt** (type of riding whip, comes from Spanish *cuarta*)
- **quixotesque** (from Don Quixote book)
- **ranch** (*Rancho* often means "ranch" in Mexican Spanish, but it can also mean a settlement, camp or meal rations.)
- **reefer** (drug slang, possibly from Mexican Spanish *grifa*, "marijuana")
- **remuda** (regionalism for a relay of horses)
- **renegade** (from *renegado*)
- **rodeo**
- **rumba** (from *rumbo*, originally referring to the course of a ship and, by extension, the revelry aboard)
- **salsa** (In Spanish, almost any kind of a sauce or gravy can be referred to as *salsa*.)
- **sarsaparilla** (from *zarza*, "bramble," and *parilla*, "small vine")
- **sassafras** (from *sasafrás*)
- **savanna** (from obsolete Spanish *çavana*, originally Taino *zabana*, "grassland")
- **savvy** (from *sabe*, a form of the verb *saber*, "to know")
- **serape** (Mexican blanket)
- **serrano** (type of pepper)
- **shack** (possibly from Mexican Spanish *jacal*, from the Nahuatl *xcalli*, "adobe hut")

- **siesta**
- **silo**
- **sombrero** (In Spanish, the word, which is derived from *sombra*, "shade," can mean almost any kind of hat, not just the traditional broad-rimmed Mexican hat.)
- **spaniel** (ultimately from *hispania*, the same root that gave us the words "Spain" and *español*)
- **stampede** (from *estampida*)
- **stevedore** (from *estibador*, one who stows or packs things)
- **stockade** (from a French derivation of the Spanish *estacada*, "fence" or "stockade")
- **tobacco** (from *tabaco*, a word possibly of Caribbean origin)
- **taco** (In Spanish, a *taco* can refer to a stopper, plug or wad. In other words, a taco originally meant a wad of food. Indeed, in Mexico, the variety of tacos is almost endless, far more varied than the beef, lettuce and cheese combination of U.S.-style fast food.)
- **tamale** (The Spanish singular for this Mexican dish is *tamal*. The English comes from an erroneous backformation of the Spanish plural, *tamales*.)
- **tamarillo** (type of tree, derived from *tomatillo*, a small tomato)
- **tango**
- **tapa** (small meal)
- **tequila** (named after a Mexican town of the same name)
- **tejano** (type of music)
- **tomatillo**
- **tomato** (from *tomate*, derived from Nahuatl *tomatl*)
- **toreador**
- **tornado** (from *tronada*, thunderstorm)
- **tortilla** (in Spanish, an omelet often is a *tortilla*)
- **tuna** (from *atún*)
- **vamoose** (from *vamos*, a form of "to go")
- **vanilla** (from *vainilla*)
- **vaquero** (English regionalism for a cowboy)
- **vicuña** (animal similar to a llama, from Quechua *wikuña*)
- **vigilante** (from adjective for "vigilant")
- **vinegarroon** (from *vinagrón*)
- **wrangler** (some sources say word is derived from Mexican Spanish *caballerango*, one who grooms horses, while other sources say the word comes from German)
- **yucca** (from *yuca*, originally a Caribbean word)
- **zapateado** (a type of dance emphasizing movement of the heels)

Source: http://spanish.about.com/cs/historyofspanish/a/spanishloanword_4.htm

10. Spanish is an Australian community language

Spanish is an important community language in Australia. According to the 2006 Census, 98,000 Australian residents speak Spanish at home. That would make Spanish the seventh most widely used language in the country, apart from English.

	1996	2006	Growth (1996-2006)
LANGUAGE	'000	'000	%
English	14 564.9	15 581.3	7.0
Italian	375.8	316.9	-15.7
Greek	269.8	252.2	-6.5
Cantonese	202.5	244.6	20.8
Arabic	177.6	243.7	37.2
Mandarin	92.4	220.6	138.9
Vietnamese	146.3	194.9	33.2
Spanish	91.3	98.0	7.4
German	98.8	75.6	-23.5
Hindi	34.0	70.0	106.0
Korean	29.9	54.6	82.6
Polish	62.8	53.4	-14.9

Source: 1996 and 2006 Census

Some are recent arrivals, looking for a new start or further business opportunities in this country. Others have been here for a number of generations, such as the descendants of the first Spanish-born sugar-cane workers who settled in Queensland early in the century. Many, like the stunned survivors of the Spanish Civil War, or the Argentinean, Uruguayan, Chilean, Nicaraguan and Salvadorian struggles, have combated fascism, repression, poverty or injustice in their own land and have brought with them their hopes and ideals, their skills and expertise, their wisdom, their music, their art and their culture. (Leticia Worley, *An Introduction to Spanish*, http://w2.vu.edu.au/foa/spanish/an_introduction_to_spanish.htm)

There are important Spanish-speaking communities in all Australian capital cities, served by a network of Spanish-language newspapers, radio stations and TV programs. SBS broadcasts a daily 45-minute news service from Spain, and a weekly current-affairs program from Chile.

The importance of certain community in one area determines the choice of second language at the nearby schools. This situation is assisted by the fact that some countries with numerous communities abroad, invest considerable amount of resources to promote their language. Although perfectly understandable, it is responsible to take all facts under consideration to choose a second language, to equip our society with the skills to operate in a globalize world, and the best chance to pursue their aspirations.

Spanish is one of the nine Key National Languages identified by the Australian National Policy on Languages. This means that Spanish is important to Australia. Socio-economic developments in the 21st century will enhance the position of Spanish as a key international language.

CONSEJERÍA DE EDUCACIÓN EN AUSTRALIA Y NUEVA ZELANDA

15 Arkana St. –Yarralumla. ACT 2600
. CANBERRA. Australia
Tel: 02 - 6273 4291 Fax: 02 - 6273 4588
spainedu.au@mec.es
<http://www.mec.es/sgci/au>

Centro de Recursos
Suite 18, Manuka Court
Bougainville St - ACT 2603
Tel./ Fax: 02-6239-7153
spainrec.au@mec.es
<http://www.mec.es/sgci/au>

ASESORÍAS TÉCNICAS

AUSTRALIA

Asesoría Técnica en Sydney:

D. Javier Santos Asensi
7/88 Liverpool Street
SYDNEY NSW 2000
Tfno/fax: 02-92611907
atd.sydney@mec.es

Asesoría Técnica en Melbourne:

D. Luis Martín Fernández
Department of Education and Training
33 St. Andrews Place MELBOURNE VIC 3001
Tfno: 03-96372064 Fax: 03-96372170
asesomel@mec.es

Asesoría Técnica en Adelaide:

D^a. María Rosario Hernando Manzanares
The Norwood Morialta High School
Morialta Road. Rostrevor SA 5073
Tfno: 08-83609849
maria.hernando@mec.es

NUEVA ZELANDA

Asesoría Técnica en Auckland:

D^a. Rosa María Pérez Castañeda
SELL, Spanish Department. The University of Auckland
Arts I Building, level 6. (Private Bag 92019)
1010 AUCKLAND
Tfno: 64-9-3737599 ext. 87134 Fax: 64-9-3737483
<http://www.mec.es/sgci/nz>
rosam.perez@mec.es

